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A Brief Study IN English

BY

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STUDY IN ENGLISH



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PREFACE.

THIS little book has been prepared as an *aid* in the study of English. In its preparation the author has no apologies to offer. It is not without its imperfections, but it certainly is suggestive of the right way to study and to teach English.

The plan of the book is original, but the material, in part, has been gathered from various sources. The method as presented in this book, has been used by the author for several years with satisfactory results, and it is because of this fact that he, with some degree of confidence, submits it to the teachers and students for their thoughtful consideration and criticism.

With an honest hope of aiding the teachers and students in the study of English, this little book is presented to my fellow-teachers.

GEO. M. MORRIS.

SUGGESTIONS.

1. The outlines should be memorized and reproduced on the black board.

2. The student should be able to recite the outline from the first topic to the last, and give examples of each topic.

3. The student should be exact in definitions.

4. The student should have several good grammars, a few good language books, and a good rhetoric or two.*

5. The student should often consult "Webster's International Dictionary."

6. Learn some good system of diagramming—Irish's is the best.

7. Learn to punctuate by observing the use of punctuation marks, as well as learning the rules of punctuation.

8. The amount of work, as well as the kind of work, should depend on the ability of the class.

Dr. Brooks in his "Normal Methods," says: "Grammar has been more poorly taught than any other branch in the public schools. It has been too abstract and theoretical. It has been taught as matter of memory and not of judgment and understanding. It has been a committing and a repeating of definitions, and not a study of the relations of words in sentences. It has been a memorizing of abstract definitions and rules, instead of a practical application of them to the improvement of a pupil's language. The trouble is, our method has been radically defective."

Another cause of failure is that we have too often tried to convey a complete knowledge of every part of the subject before the faculties were prepared for grasping such an amount of knowledge. For example: We have attempted to teach everything about the noun before call-

*Among the best texts on grammar are: Whitney, Williams, Maxwell, Rigdon, Parke and Harvey.

ing the pupils' attention to the verb. We have tried to exhaust the subject of etymology, before presenting any form of Syntax or Prosody. Our text books on Grammar have been constructed upon the same false principle." Is it not time to begin, if we have not already begun, to teach grammar as we teach other subjects, by presenting only a part at a time as the pupil is able to comprehend it. Let us not forget that the method of teaching should be suggestive and *inductive*, and that there is a difference between *teaching* and *learning*.

When should the teaching of correct speech begin? It should begin as soon as the child begins to put its words into sentences. Language teaching in the schools should begin the first day and continue all through the pupil's school life.

Two kinds of language teaching—oral and written—should be carried on simultaneous from the first. Oral work gives to the pupil a working vocabulary, and the ability to use it in accordance with "good usage." Written work gives to the pupil the ability to *write* sentences expressing his thoughts logically. To gain this ability a few steps are necessary.

First—Have the pupils copy script.

Second—Have the pupils copy print in script form.

Third—Have the pupils write from memory.

Fourth—Show the pupils a picture or an object and have them write their thoughts in simple sentences.

Fifth—Have the pupils write from dictation.

Sixth—Read a simple story to the pupils, then have them write the story in their own language.

Seventh—Have the pupils learn the use of capital letters and marks of punctuation.

No book on language is needed at this stage of the pupils' progress, but they need to be lead by a skillful teacher. A skillful teacher is one who can draw out his pupils by questioning them on pictures and objects as to their form, color, dimensions, origin, value, manufacture, and substance which enter into their composition and can

lead them to converse with him on a great number of things, which cannot fail to increase their vocabulary and enlarge their world of ideas.

Language should have a place in the daily school program, and should receive attention in all school exercises. In all exercises pupils' habits of speech are in process of formation, and should be continually guarded. They should learn what to say and how to say it.

Always require pupils to answer questions in complete sentences. Illustration:

Teacher.—What do you see?
Pupil.—I see a tree.
Teacher.—What is on the tree?
Pupil.—Apples are on the tree.
Teacher.—What is the color of the apples.
Pupil.—The color of the apples is red.

Language teaching will not be a success until this habit is established in both *oral* and *written* work.

The teacher should require the pupils to write frequently on *subjects*, and he should insist on correct spelling, capitalization, punctuation and neatness of form.

Following are some suggestive exercises that can well be adapted to the work of the 5th, 6th, 7th and 8th grade pupils. Many such can be prepared by the teacher. This kind of work will prepare the pupil for the advanced grammar, as well as bettering his language.

EXERCISES.

I

Write twelve sentences properly using, Is, Are, Was, Were.

II

Write twelve sentences properly using, This, That, These, Those.

III

Write twelve sentences properly using, A, An, The.

IV

Write ten sentences properly using, There is, There are.

V

Write twelve sentences properly using, Each, Every, Either, Neither.

VI

Write ten sentences properly using, Has and Have.

VII

Write twelve sentences properly using, Sit, Set, Sitting, Sat.

VIII

Write ten sentences properly using, Lie and Lay.

IX

Write ten sentences properly using, Less and Fewer.

X

Write twelve sentences properly using, Do, Does, Did.

XI

Write twelve sentences properly using, May, Can, Must.

XII

Write twelve sentences properly using, Might, Could, Would, Should.

XIII

Write ten sentences properly using, Shall and Will.

XIV

Write twelve sentences properly using, Don't, Doesn't, Isn't, Aren't.

XV

Write twelve sentences properly using, In, Into, On, Upon.

XVI

Write three simple declarative; three simple imperative, and three simple interrogative sentences. Diagram each.

XVII

Write three complex declaratives, three complex imperative, three complex interrogative sentences, and diagram each.

XVIII

Write five compound sentences and diagram them.

XIX

Write five complex sentences the first containing a noun clause *subject;* the second a noun clause *predicate;* the third a noun clause object of a transitive verb; the fourth a noun clause object of a preposition; the fifth a noun clause appositive. Diagram each.

XX

Write five complex sentences each containing an adjective clause introduced by *who*, *which*, *what*, *that* and *as*. Diagram each.

XXI

Write five complex sentences each containing an adverbial clause introduced by conjunctive adverbs. Diagram each.

XXII

Write five complex sentences each containing an adverbial clause introduced by a subordinate conjunction.

MISCELLANEOUS EXERCISES.

I

Fill the blanks with *set*, *sat*, *sit*, *sitting or setting.*

1. The hen is——on her nest.
2. The sun——behind the hills.
3. Who——the basket on the floor?
4. The basket is——on the floor.
5. Will you——on the sofa?
6. I have——there as long as I wish to.
7. John——the box on the table, and it will——there till he takes it away.
8. Where were you——when you——your watch.

II

Fill blanks with *rise, raise, rose, raised, or risen.*

1. The river has——a great deal.
2. Will you——from the floor?
3. I should have——earlier.
4. Be so kind as to——the lamp.
5. I——at six o'clock.
6. Farmers——corn.
7. The sun has——.
8. The money will be——today.

III

Combine the following groups into complex sentences:

(*a*) They saw several other islands. They held on their course. There was a chance of being starved to death in an open boat. There was a risk of being killed and eaten by savages. They preferred the former.

(*b*) They had no firearms. Some stones happened to lodge in the boat. They threw these back. This was their only defence. They could make no other.

(*c*) They steered along this reef. They at length found an opening. They passed through it into smooth water. There they were able to rest from their toil.

(*d*) Daylight came. Their limbs were benumbed with cold. They could scarcely continue the work of baling. The lives of all depended on their doing so.

IV

Write the following adjectives in a column, and after each write a word meaning the opposite:

thick	late	deep
soft	wide	sharp
cool	fast	even
right	smooth	large
high	old	broad

V

Combine the following statements into continuous sentences.

1. The next morning the battle began in terrible earnest.
 The next morning was the 24th of June.
 The battle begun at daybreak.
2. Columbus returned to Spain in 1493.
 He had spent some months in exploring the delightful regions.
 These regions had long been dreamed of by many.
 These regions were now first thrown open to European eyes.
3. We diverged towards the prairie.
 We left the line of march.
 We traversed a small valley.
4. The Romans defeated Hannibal.
 He was, perhaps, the greatest general of antiquity.
 It was at Zama they defeated him.

VI

Change these sentences to express *past* time:

1. I lay the book on the desk.
2. We lie down to sleep.
3. The mason lays the bricks.
4. The cows lie in the shade.
5. The old man lies on the floor.

VII

Write the correct abbreviation of each of the following words: Sunday, Wednesday, September, Mister, postmaster, principal, superintendent, barrels, dozen, interest, month, number, post-office, first, second, fourth.

Write sentences containing the following words used (1) *as* NOUNS *and* (2) *as* VERBS: Man, load, work, play, hand, whip, heat, chain, stand, fly, strap, point, milk, fan, iron, water, fire.

VIII

Combine the following into sentences forming a continuous paragraph:

A crow stole a piece of cheese. It had lain in a cottage window. She had discovered it there. She flew into a tree. The cheese was in her beak. A fox observed this: He came near. He sat under the tree. He began to praise the crow. He said this: "Your feathers are of a lovely color. I never saw any so beautiful. This is true. You have a fine shape. Your air is quite elegant. I never heard your voice. It must be sweet. I am sure of it. A melodious voice always goes along with such beauty. In that case no other bird can compare with you." The crow was delighted. She wriggled about on the branch. She put on graceful airs. She thought: "My voice is as fine as my feathers. I will show this to the fox." She opened her mouth. She was going to sing. The cheese dropped. The fox was watching for this. He caught the cheese. It had not yet touched the ground. He ran off with it to his hole. His family were there. They all ate it together. He told them the story. They laughed at the crow's silly vanity.

IX

Write sentences containing the word BUT *used as* (1) a conjunction, (2) a preposition, (3) an adverb, (4) an adjective.

X

In the following sentences distinguish the difference in meaning.

1. That is a very ingenious explanation.
 That is a very ingenuous explanation.
2. He purposed uniting the two classes.
 He proposed uniting the two classes.
3. He suggested a practical method.
 He suggested a practicable method.
4. He made three successive attempts.
 He made three successful attempts.
5. You referred to it in your sermon.
 You alluded to it in your sermon.

XI

Which italicized word is preferable, and why?

1. Excessive use of wine is a bad *habit.*
 Excessive use of wine is a bad *custom.*
2. As soon as you have eaten *enough* we (*will, shall*) leave.
 As soon as you have eaten *sufficient* we (*will, shall*) leave.
3. I am sure that I *apprehend* your meaning.
 I am sure that I *comprehend* your meaning.
4. The *whole* house is occupied.
 The *entire* house is occupied.
5. We *begged* our friends to help us.
 We *asked* our friends to help us.

XII

Paraphrase the following:

1. To err is human—to forgive, divine.

2. To thine own self be true, and it must follow as the night the day, thou canst not then be false to any man.

3. Of thy unspoken word thou art master; thy spoken word is master of thee.

XIII

Which of the bracketed words is correct, and why?

1. (Will, shall) you be sorry to leave Boston?
2. (Will, shall) I be allowed another trial?
3. He has decided that he (will, shall) not return it.
4. He offers a prize to whoever, (will, shall) guess it.
5. We (would, should) be glad to have you call and see it.
6. What (would, should) we do without you?
7. He promised that it (would, should) not occur again.

ERRORS TO BE AVOIDED.

Less. Relates to quantity, *fewer* to number.

May. Distinguish from *can.*

New. Say "a pair of new boots," not "a new pair of boots."

Nice. Do not say "a nice hat," "a nice picture," "nice apples," etc., though "a nice point," "it was nicely done," etc., is correct.

Party. Do not use for *person.*

Perpetual. Distinguish from *continual.*

Posted. Do not use for *informed.*

Propose. Distinguish from *purpose.*

Some better. Should say *somewhat* better.

Stop. Distinguish from *stay.*

XIV

FALSE SYNTAX.

Correct, giving reason for each correction:

1. Them boxes must be removed.
2. Neither of them were there.
3. Was you with him on Sunday.
4. This is longer nor that.
5. You done that too quickly.
6. Every one of them are black.
7. Come here quick.
8. I haven't been nowheres.
9. Have either of you a pencil?
10. That dress looks badly.
11. They done the work pretty well.
12. The army marched rapid.

XV

EXERCISES IN ENGLISH NUMBERS.

1. Write the plurals of the following:—

1	Tree	6	mouse
2	bird	7	sheaf
3	calf	8	woman
4	goose	9	ox
5	knife	10	man

11	tooth	16	fancy
12	foot	17	negro
13	clock	18	church
14	cow	19	wolf
15	lady	20	monkey

XVI

Correct where necessary, the following plurals:—

1	monies	6	halfs
2	flys	7	monkeys
3	chimnies	8	foxs
4	oxes	9	birchs
5	vallies	10	gooses.

XVII

Name the nouns and tell the number of each:—

1 What is the news this morning?
2 Are the tongs in the kitchen?
3 Name four words which add *es* to form the plural.
4 Write the singulars of mice, teeth, oxen.
5 Name a word which adds *ren* to form the plural.

XVIII

EXERCISES IN ENGLISH—CAPITAL LETTERS.

1. Copy the following words, putting capitals where necessary:—

1	saturday	6	elm avenue
2	good friday	7	enjoyment
3	the reformation	8	saratoga
4	the gulf of mexico	9	blacksmith
5	the battle of santiago	10	republicans

2. Write a sentence requiring three capital letters.
3. Write a sentence containing the name of a friend.
4. Write the name of some association.
5. Write the names of three churches.
6. Write a sentence about a public holiday.

7. Re-write, correcting all errors:—

1 rudyard kipling.
2 806 broadway, new york.
3 the united states of america.
4 john jones lives in chicago.

XIX

EXERCISES IN ENGLISH—SUBJECT AND PREDICATE.

Write suitable predicates for the following subjects:—

1. Two strong men ——
2. Several sheep ——
3. A bucket of water ——
4. Her little brother ——
5. A cloud of dust ——

Write a suitable subject for the following predicates:

1. —— drives the horse.
2. —— runs very rapidly.
3. —— was hurt yesterday.
4. —— ran home.
5. —— rolled down the hill.

Underscore subject and predicate in the following sentences:

1. John ran home.
2. The cross dog is dead.
3. A beautiful doll was given to the girl.
4. I see the star.
5. See the bright moon.

XX

Composition subjects for young people.

The sun	The Horse	A Chair
My Dog	Coal	A Doctor
The Cow	Wood	Easter
The Stove	Glass	Fourth of July
Snow	Butter	Spring
Water	Honey	The Stars
Flour	My Teacher	A Rainy Day
Our Cat	A Visit I made	Summer Time

The Moon	Our Picnic	The Clouds
An Apple	Going to a Party	Paper
	Cooking	

What I saw in the City.
What I saw in the Country.
A ride on the Cars.
A Day at the Circus.
A Day at the County Fair.
Lazy People.
Industrious People.
A Drunkard.
Making Bread.
Making a Snow Man.
Caring for Flowers.
The Honey Bee.
The Rabbit.
A Day in the Woods.
Being Prompt.



A Scheme for the Written Parsing of the Noun.

EXAMPLE :—Charles is a good boy to the scholars.

NOUN.	CLASSES.				GENDER.				PERSON.			NUMBER.		CASE.				HOW GOV'D?
	Prop.	Common.			Mas.	Fem.	Neut.	Indeterminate.	1st.	2nd.	3rd.	Sing.	Plur.	N.	O.	P.	Abs.	
		Class.	Col.	Abs														
Charles	×				×						×	×		×				Subject of "is."
boy		×			×						×	×		×				Pred. Comp. of "is."
scholars		×						×			×		×		×			Obj. of "to."

A Scheme for the Written Parsing of the Pronoun.

PRONOUN	CLASSES.			SUB. CLASSES		ANTECEDENT	GENDER.				PERSON.			NUMBER.		CASE.				HOW GOVERNED?
	Per	Int.	Rel	Simple.	Compound.		M.	F.	N.	Indet	1st.	2nd	3rd.	S.	P.	N.	O.	P.	Abs.	

A Scheme for the Written Parsing of the Verb.

VERB.	AS TO USE		AS TO FORM.		PRIN. PARTS.				VOICE.		MODE.				TENSE.						PER'N.			NO.		WHAT DOES IT GOVERN?
	Trans.	Intrans.	Regular.	Irregular.	Present	Past	Present Part.	Past Part.	Active	Passive	Indic.	Sub.	Imp	Inf.	Pres.	Past	Fut	Pres. Perf.	Past Perf	Fut. Perf.	1st	2nd	3rd.	Singular.	Plural	

A Scheme for the Written Parsing of the "Adjective."

ADJ.	CLASSES.		SUB-CLASSES.					DEGREES OF COMPARISON.			MODIFIES WHAT?
	Des.	Def.	Com.	Prop.	Article	Pro-noun.	Num-eral.	Pos.	Comp.	Super-lative.	

A Scheme for the Written Parsing of the "Adverb."

ADV.	CLASSES.									DEGREES OF COMPARISON.			MODIFIES WHAT?
	Time.	Place.	Cause.	Manner.	Degree	Conj.	Relative.	Interrog.	Indef.	Pos.	Comp.	Super.	

This is a Scheme for Miscellaneous Written Parsing. We Shall Designate it the Brace System.

EXAMPLE:—The dog bit the old man.

The { adj. def. art.
modifies "dog."

dog { C. N.
Neut.
3rd.
Sing.
Nom. C.
Sub. of "bit."

bit { V.
trans.
irreg.
bite, bit, biting, bit.
Active V.
Ind. M.
3d.
Sing.
Agrees with "dog."

old { Adj. des.
old, older, oldest.
less old, least old.
Modifies man.

man { C. N.
mas.
3d.
sing.
obj. C.
obj. of "bit."

1[1] The Noun.
1[2] Definition.
2[2] Etymology of "noun."
3[2] Classes.
1[3] Proper.
2[3] Common.
1[4] Class.
2[4] Abstract.
1[5] How formed?
3[4] Collective.
4[4] Verbal (?)
4[2] Properties, or Accidents.
1[3] Gender.
1[4] Definition.
2[4] Masculine.
3[4] Feminine.
4[4] Neuter.
5[4] Common (?)
6[4] How determined?
2[3] Person.
1[4] Definition.
2[4] First.
3[4] Second.
4[4] Third.
3[3] Number.
1[4] Singular.
2[4] Plural.
3[4] Definition.
4[3] Case.
1[4] Definition.
2[4] Nominative.
1[5] Dependent.
1[6] Subject of a finitive verb.
2[6] Complement of a copulative verb.
3[6] Complement of a participle.
4[6] In apposition.
1[7] With a word.
2[7] With a phrase.
3[7] With a sentence.

2^5 Absolute construction.
1^6 By direct address.
2^6 By exclamation.
3^6 By pleonasm.
4^6 With a participle.
5^6 By inscription.
6^6 By position.
7^6 In apposition.

3^4 Possessive.
1^5 Limiting a noun of same signification.
2^5 Limiting a noun of different signification.
3^5 Definition.

4^4 Objective.
1^5 Definition.
2^5 Object of a transitive verb.
3^5 Object of a preposition.
4^5 Subject of an infinitive.
5^5 Complement of an infinitive copula whose subject is objective.
5^5 In apposition.
6^5 By pleonasm.

5^2 Declension.
6^2 Parsing.

1. What is a *concrete* noun? Write a list of concrete nouns.
2. What is a *gerund*? Write a list of gerunds.
3. Write ten infinitives used as nouns.
4. What is an *abstract* noun? How are abstract nouns formed?
5. Write twenty abstract nouns with different endings.
6. Are *verbal* nouns abstract nouns?
7. How is a common noun made proper?
8. How is a proper noun made common?
9. What is a collective noun? Write ten collective nouns.
10. Write five collective nouns the subjects of some form of the verb "be."

11. Are proper nouns ever collective nouns?

12. How determine whether any word is a noun?

13. What may become a noun?

14. Write five compound nouns.

15. Can a noun consist of more than one word? Illustrate.

16. Write five sentences in which a noun is in apposition with an other noun.

17. Write four sentences in which a noun is in apposition with a pronoun.

18. What is meant by pleonasm? Illustrate.

PERSON.

1. Write six sentences containing nouns in the first person.

2. Write five sentences containing nouns in the second person.

3. Write four sentences containing nouns in the third person.

4. How may you determine what person a noun is?

5. Give examples of the third person used for the first.

6. What is the person of a noun complement of a copulative *verb*?

7. Give the person of the nouns and pronouns in the following:

a. I, Patrick Henry, say again: "Give me liberty or give me death."

b. I want you, John, to stay.

c. John, come to me.

d. Lucy reads well.

e. I am the man.

f. Thou art the man.

g. He is the man.

h. Mr. Jones sends his compliments, etc.

8. In what person is the predicate noun?

NUMBER.

1. What does number denote?
2. How is the plural of nouns regularly formed? Illustrate.
3. Give some plurals formed irregularly.
4. Write all the rules for forming the plurals of nouns.
5. Write a list of nouns that are always singular number.
6. Write a list of nouns that are always plural.
7. Form the plurals of a, x, 4, if, and, no, yea, nay, —, +, ×.
8. Write a list of nouns that are alike in the singular and plural numbers.
9. Spell the plurals of Rebus, city, court-martial, outpouring, lady, prodigy, motto, gas, genius, seaman, talisman, Henry, step-son, bandit, index, father-in-law, ay, madam, no, ignisfatuns.
10. Write ten words that have two plural forms.
11. Write in sentences the plurals of spoonful, handful, wagon-load, Miss Brown, Mrs. Smith, Mr. Jones.
12. What is the plural of goose, a tailor's iron.
13. Use the plurals of these nouns: Gas, trio, two, axis, staff, Cherub, piano, money, if, fungus.

Which form of the word should be used:

1. The members of the committee heard this, these news.
2. Tidings, was, were brought to us.
3. The assets are, is $10,000.
4. Politics is, are like a stone tied around the neck of literature.
5. Have you seen my pincers? I have lost it, them.
6. This, these scissors is, are not sharp.
7. Please pour this, these suds on the plants.
8. His tactics was, were much condemned.
9. Please pass that, those molasses.
10. I like, this, these kind of shoes.

11. The news was, were heard.
12. The ashes was, were hot.
13. His lungs is, are strong.
14. Oats is, are good food for horses.
15. The shears are, is dull.
16. The wages of the men are, is not high enough.
17. Measles are, is a dangerous disease.
18. Feed the horse some of that, those oats.

GENDER.

1. How many methods are there for distinguishing sex? Give them.
2. Write a list of words whose genders are distinguished by different words.
3. Write a list of words whose genders are distinguished by different terminations.
4. Write a list of words whose genders are distinguished by prefixes and suffixes
5. What is personification? Illustrate.
6. Write sentences to show the masculine or feminine gender of sun, time, moon, earth, death, ship, oak, war, peace, night, anger, fortune, fear, hope and winter.
7. When objects are personified, how determine the genders?
8. Name some masculine nouns that have no corresponding feminine.
9. Name some feminine nouns that have no corresponding masculine.
10. Give the corresponding genders of beau, spinster, friar, hart, sir, witch, lord, Mr., Charles, Augusta, hero, tutor, tiger, landlord, negro, Mr. George.
11. What is the gender of dog, horse, child, dandy, herd, army, jury, and pig.
12. What gender have abstract nouns?
13. What gender have collective nouns?
14. What does gender denote?
15. To what does gender belong?

Give the gender of the nouns in the following sentences and give reasons for same:

1. The *sun* is the center of the solar system.
2. The *moon* is our satellite.
3. The *sun* is in his glory.
4. The *moon* is in her wane.
5. The *child* cried.
6. The *child* cried in *its* cradle.
7. The *dog* barked.
8. The *dog* followed *his* master.
9. The *horse* was sold for $500.
10. The *horse* knows his master.
11. *Mary* is a *girl's name.*
12. I like the *name Mary.*
13. I saw the *boy* named *Henry.*
14. The *boy* was named *John.*
15. His name, *John,* was accepted.
16. *John* sings.
17. I, *Charles,* do say it.
18. We, the *people* of the United States, etc.
19. *Mary* is her *name,* and *it* is a good *name.*
20. *Mary* is a *girl,* and *she* is a good *girl.*

1. Abstract nouns have no plural.
2. The names of material substances, names of art and sciences, and the names of some diseases have no plurals.
3. Seamstress, laundress, milliner, baker, dandy, brewer, carpenter, and lawyer have no corresponding gender.

CASE.

1. How distinguish the case of a noun?
2. How may the possessive case be known from the other cases?
3. What is the rule for forming the possessive case of all nouns?
4. Show the possessive case of son-in-law and sons-in-law.

5. Give the possessive singular and plural of Mary, fox, ox, fly, child, mouse, wife, James, lass, Miss and goose.

6. Give the possessive singular and plural of negro, lady, foot, bamboo, father-in-law, German, sheep, ox-cart, cup-ful, 9, and x.

7. Write in sentences to show the possessive case of Xerxes, Jesus, Morris, goodness, and conscience.

8. What does declension of nouns mean?

9. Decline goose, fly, arm, and Mussulman.

10. Write sentences, illustrating the use of the noun:

a. In apposition with a sentence;

b. In apposition with the subject;

c. In apposition with a possessive;

d. In apposition with a predicate noun;

e. In apposition with a pronoun.

When a noun or a pronoun is used independently, it, in fact, has no case, but as the nominative form is always used, it is said to be in the *nominative absolute case*.

Distinguish the difference in meaning between the following:

1. The president's reputation. The reputation of the president.

2. A mother's love. The love of a mother.

3. A sister's care. The care of a sister.

4. A boy's picture. The picture of a boy.

5. Charles' and Harry's toys. Charles and Harry's toys.

6. Let me tell you a story of Mr. Henry, (Henry's.)

7. Charles and Henry's work was the same. Charles' and Henry's work was the same.

8. I heard of the man (man's) coming.

9. We saw the lady (lady's) crossing.

10. Trust to John (John's) being on time.

Correct the following:

1. A dog and a cat's head are differently shaped.

2. It is neither the captain nor the messenger's duty.

3. How do you like Webster, Stormouth and Worcester's dictionary?
4. Do you like Hawthorne better than Irving's style?
5. John, Henry and William's nose resembles one another.
6. The novel is one of Scott.
7. I saw him at Mr. Smith the tailor's.
8. He was sorry for his boy doing wrong.
9. Paul's the Apostle's epistle.
10. He stopped at Foster's & Co's.

Contrast the meaning of the following words:

1. House, home; party, person.
2. Statement, assertion; verdict, testimony.
3. The whole, all; acceptance, acceptation.
4. Access, accession; proposal, proposition.
5. Allusion, illusion, delusion.
6. Avocation, vocation; observation, observance.

Parse the nouns and diagram the sentences:

1. *William*, come here.
2. For the sake of *goodness!*
3. Our *fathers*, where are they.
4. *Harry's* grammars.
5. The *train* having left us, we had to walk.
6. *Wilson*, the *teacher*, having over bid us, we failed to get the horse.
7. She wanted *John* and *Henry* to go.
8. We heard *Charles* say it.
9. I saw *Brown*, the *banker*.
10. I saw that at *Smith's* the *grocer*.
11. I asked the *boy* his name.
12. I told the *man* a story.
13. He made the log a boat.
14. I sent my friend a present.
15. She made the girl a dress.
16. They called the boy John.
17. They called the boy and John.
18. John the farmer's wife named the girl Mary.

19. He was asked a question.
20. The girl was taught History.
21. The good alone are great.
22. We pity the poor.
23. We made him president.
24. Man became a living soul.
25. He was considered a miser.
26. Good boys become good men.
27. Who became president?
28. Become a worthy scholar.
29. They elected him chairman.
30. He is called the speaker.
31. No one heard of that man asking for office.
32. The writer being a worthy man is not doubted.
33. Brown being sick prevented his going.
34. The captain of the Fulton's wife died last year.
35. John the teacher's mother is old.
36. His father seems old.
37. He is the Washington of our time.
38. Are you going to the Falls this summer?
39. His name is John.
40. I like to hear the singing of the children.

Tell the difference in meaning of:

1. He is a man of great ability (capacity.)
2. A good character, (reputation) is an excellent possession.
3. It is his habit (custom) to speak rapidly.
4. That was a great discovery (invention.)
5. He was elected by a (majority) plurality.
6. His death was caused by the doctor's neglect (negligence.)
7. This man has a plenty and (abundance.)
8. Please copy this receipt (recipe.)
9. They have found the site (situation) of the temple.
10. I have many relations (relatives.)
11. I was amazed at her deceit (deception.)
12. This is a queer organism (organization.)

1[1] The Pronoun.
1[2] Definition.
2[2] Etymology.
3[2] Classes.
1[3] Personal.
1[4] Simple.
2[4] Compound.
2[3] Relative.
1[4] Simple.
2[4] Compound.
3[4] Double (?)
4[4] Compound double (?)
3[3] Interrogative.
1[4] Definition.
2[4] Indefinite.
4[3] Demonstrative.*
1[2] This, that; these, those.
5[3] Indefinite.*
1[2] One, none, some, any, other, either, neither, each, every, aught, naught, else, sundry, several, all, certain, with their various compounds.
4[2] Properties.
1[3] Gender.
1[4] Masculine.
2[4] Feminine.
3[4] Neuter.
4[4] Common (?)
2[3] Person.
1[4] First.
2[4] Second.
3[4] Third.
3[3] Number.
1[4] Singular.
2[4] Plural.
4[3] Case.
1[4] Nominative.
1[5] Dependent.

*The demonstratives and indefinites when used to modify the meaning of nouns, are adjectives.

1^6 Subject of a finitive verb.
2^6 Complement of a copulative verb.
3^6 Complement of a participle.
4^6 In apposition.
1^7 With a word.
2^7 With a phrase.
3^7 With a sentence.
2^4 Possessive.
3^4 Objective.
1^5 Object of a transitive verb.
2^5 Object of a preposition.
3^5 Subject of an infinitive.
4^5 Complement of an infinitive whose subject is objective.
5^5 In apposition.
6^5 By pleanasm.
5^2 Declension.
6^2 Parsing.

1. To what is the term antecedent applied? Why is it so called?
2. What are the simple personal pronouns? Name them.
3. What is a relative pronoun? Name them.
4. Write all the relative pronouns in sentences.
5. Name the interrogatives and give sentence containing them.
6. How are we to tell whether the pronoun is interrogative or relative in indirect sentences?
7. Is the answer to a question, the antecedent of an interrogative pronoun?
8. How is the editorial "we" used?
9. Decline I; thou; he; she; it.
10. Is *we* the plural of *I*?
11. What is the antecedent of *we*?
12. What is a responsive pronoun? Illustrate.
13. Give examples of reflexive pronouns.
14. What may the antecedent of a pronoun be? Give examples.
15. Has the relative *what* an antecedent?

16. Contrast the uses of the personal and relative pronouns.

17. Which relative pronoun is never used in explanatory clauses?

18. Which relative pronouns are used in explanatory clauses?

19. What are the uses of the compound personal pronouns?

20. Give the history of *its*.

21. Discuss the uses of as; it; what; mine; thine; whatever; ye; thou; thy; ours; hers; which.

22. Give the antecedent of the following pronouns:

(1) It, is, I. (2) It is a man. (3) It is a girl. (4) It is a tree. (5) It rains. (6) It talks. (7) It is we. (8) We saw it. (9) We are here. (10) You are a man. (11) You come to me. (12) Who is it? (13) I lost that hat of mine. (14) That horse of mine is lame. (15) Give me what you have.

Insert I, me, or myself in the blank spaces in the following:

1. Taking the train, my brother and —— went to the city.
2. The walk was beneficial to both Mr. A and ——.
3. Between you and —— affairs are not as they should be.
4. He is taller than ——.
5. May John and —— go for water?
6. Please let Mary and —— go home.
7. They met Karl and —— on the road.
8. Who is there? Only ——.
9. It was —— who saw you do it.
10. I was beside ——.
11. Would you go if you were ——?
12. All have gone except you and ——.
13. Was it —— that you heard?
14. Is it —— that you wish to see?
15. Its being —— should make no difference.
16. She knew it to be —— by my step.
17. He wished to be ——.

18. It could not have been ——.
19. No one is here but you and ——.
20. I saw it ——.

Parse the pronouns and diagram the sentences:

1. That horse of mine is lame.
2. Ours are as good as yours.
3. You must blame yourself for your loss.
4. Them that honor me, I will honor.
5. I myself am to blame.
6. He thought I was she.
7. They themselves deem it wise.
8. It is I and not he.
9. It is he, but it should have been she.
10. You yourself know it to be him.
11. I myself am your friend.
12. I wish to be he.
13. I wish you to be him.
14. It came to a fight.
15. Go it while you are young.

Insert he, him, or himself in the blanks in the following:

1. John —— wrote the letter.
2. You are as tall as ——.
3. I know that it is ——.
4. I know it to be ——.
5. It was ——.
6. James can run as fast as ——.
7. Let —— who did it answer.
8. Whom can we trust, if not ——.
9. Was it —— or —— whom you saw?
10. I said it was ——.

Insert she, her, or herself in the following:

1. It was —— that did it.
2. Are you sure that it was ——?
3. If anyone is on time it is sure to be ——.
4. I am as good as ——.
5. Girls like —— are good company.

6. She —— did it.
7. Would you wish to be ——?
8. Mary does not seem —— today.
9. It is just like ——.
10. Henry is older than ——.

Insert they, them, themselves in:

1. —— and their children came to town.
2. We are as rich as ——.
3. Was it ——?
4. They did it ——.
5. It was —— that saw it.

Insert who, whom, whoever, or whomever in:

1. —— were you going to send it to?
2. —— do men say that I am?
3. —— do men think me to be?
4. —— am I thought to be?
5. —— do you think will get the prize?
6. I do not know —— to compare him to.
7. —— is that for?
8. —— did you say is going with you?
9. —— did you take me to be?
10. —— do you think it was that came?
11. —— did you think it was?
12. Give it to —— seems to be most in need of it.
13. I do not know —— to ask for.
14. —— did he refer to, he (him) or I (me)?
15. I do not know —— to ask.

Diagram the above sentences and parse all the most difficult words in the same.

Diagram the sentences and parse italicized words.

1. *It* is *I whom you* consider *rich*.
2. *He* and I *whom* all esteem ought to do *right*.
3. I am staying at *her* home *whose* mother *I* love.
4. *Who* are the persons *that* talk so loudly?
5. The horse on *which* you rode is my father's.
6. He sold *what* was left.

7. *Whatever* is, is right.
8. Take *whichever you* like best.
9. Do *you* see *what* I have?
10. He saw *what* I did.
11. He asked *what* I did.
12. Do you know *what* I have?
13. Tell me *what* to say.
14. I know *what* to say.
15. I care not *what* he thinks.
16. Give me *what* you have.
17. Give me *what* money you have.
18. *Whatever* he found he kept.
19. *Whatever* money he found he kept.
20. *Whosoever* will may come.
21. I do not *know who* is in the house.
22. I do not know the man *who* is in the house.
23. Such *as* I have, give *I* unto *you*.
24. What did you say?
25. Who are you?

In the above, be careful to distinguish the *indefinite interrogatives* from the *relative pronouns*.

1. In what person and number are the *interrogative pronouns?*

2. Discuss as to the correctness of the following:

(*a*.) Who come there? (*b*) Who go there? (*c*) Who are at the fair? (*d*) Who are with him? (*e*) What are on the desk? (*f*) What are in the basket? What are in front of you?

3. Contrast the use of *which* and *what*.

4. With what does the interrogative pronoun agree?

5. Does the answer to the interrogative pronoun determine the gender, person, and number of the interrogative pronoun?

6. Carefully study the following as to gender, person and number:

(*a*) Who is at the door? I.
(*b*) Who is coming? We.
(*c*) Who comes there? The boys.
(*d*) Who comes there? The girls.

(*e*) What do you see? A man.
(*f*) Who is with him? John and Mary.
(*g*) What am I? A teacher.
(*h*) Who is there? We, the boys.
(*i*) Which will you have? Henry.

7. What is an indefinite interrogative pronoun?

8. Give tests of the *relative* and indefinite interrogative pronouns.

Diagram the sentences following and parse the pronouns:

1. I know John who comes.
2. I know who comes.
3. I saw him who plays ball.
4. I saw who plays ball.
5. I know the man who found the book.
6. I know who found the book.
7. I know who discovered America.
8. I saw what you have.
9. I know what he has.
10. He asked me what I wanted.
11. I am what I am.
12. I can tell whom you see.
13. I see what is most just.
14. He asked who was there.
15. She inquired what he was going to do.
16. I know who did it.
17. I know whose fault it is.
18. I know whom you blame for it.
19. I know which of them did it.
20. Who are your friends?
21. Who art thou? Who am I?
22. Tell me what to say.
23. He said that that that that that boy parsed, was not that that that that boy was to parse.
24. She asked what he was going to do.

Which form is preferable and why?

1. I heard of him (his) coming home.
2. What is the good of your (you) going now?

3. Do you remember me (my) speaking to you?
4. Trust to me (my) being on time.
5. Are you surprised at it (its) being he (him.)
6. Look at him (his) reading a book.
7. You (your) writing so neatly secured for you the position.
8. He depends on us (our) passing the examination.
9. There is no use in me (my) trying to learn.
10. Do you look for me (my) coming.

1[1] The Adjective.
1[2] Definition.
2[2] Etymology.
3[2] Classes.
1[3] Descriptive or qualifying.
1[4] Common.
2[4] Proper.
3[4] Participial.
2[3] Definitive.
1[4] Article.
1[5] Definite.
2[5] Indefinite.
2[4] Numeral.
1[5] Indefinite.
2[5] Definite.
1[6] Cardinal.
2[6] Ordinal.
3[6] Multiplicative.
3[4] Pronominal.
1[5] Distributives.
2[5] Demonstratives.
3[5] Interrogatives.
4[5] Indefinites.
4[2] Property or Comparison.
1[3] Kinds.
1[4] Ascending.
2[4] Descending.
2[3] Degrees.
1[4] Positive.
2[4] Comparative.

3^4 Superlative.
3^3 Methods.
1^4 By different terminations.
2^4 By different words.
3^4 By prefixes.

1. Do *little* and *much* limit singular or plural nouns? Illustrate.
2. Show that any, such, all, some, same, latter, farmer and own may be used with either singular or plural nouns.
3. Are many, several, both, and few, used with singular or plural nouns? Give examples.
4. Which adjectives cannot be compared?
5. Compare famous, amiable and lovely.
6. When are adjectives said to be redundant? Give examples.
7. Compare bad, ill, much, little, and many.
8. When are adjectives said to be defective? Illustrate.
9. Compare far, fore, near, hind, out, up, in, low, and late.
10. Define diminutive degree and give examples.
11. Would you say the first two, or the two first? Why?
12. Which is right to say page twenty or page twentieth.
13. Distinguish between older, oldest, and elder, eldest.
14. What is the difference between later, latest, and latter, last.
15. Distinguish between farther, and further.
16. What adjectives do not admit of comparison?

Tell the difference in meaning between:
1. The (a) house is being built.
2. I heard (the) shouts on the hill.
3. (The) teacher and (the) pupil are in the house.
4. A young and a strong girl.

5. The wise and (the) good people.
6. The black and (the) white dog.
7. The farmer, (the) soldier, (the) statesman.
8. A president and (a) secretary.
9. A cotton and (a) silk ribbon.
10. The tenth and the last row.

Insert the proper article in the following:

1. He suffered from —— want of food.
2. Did he die of —— heart disease?
3. I studied —— fourth and —— pages.
4. I saw a black and —— white boy today.
5. —— lion is —— king of beasts.
6. —— whole is greater than any of its parts.
7. —— children of —— poor are sadly in need of food.
8. Here are two cups, —— one full of —— red liquid and —— other empty.
9. They were seen both on —— hill and in —— valley.
10. —— life in camp in —— time of war is not desirable.

1. Give examples of other parts of speech used as adjectives.
2. Give a list of adjectives that do not admit of comparison.
3. Form proper adjectives from Spain, Britain, Austria, Ireland, Mexico, Holland, Egypt, Germany, Asia, Ohio, Pale, Europe.
4. What is a predicate adjective? Give examples.
5. What is a factitive adjective? Illustrate.
6. What is an appositive adjective? Give examples.

Use correctly the following.

1. Good, well; near, nearly; less, fewer, smaller.
2. Most, almost; some, somewhat, something.
3. First, second, secondly; this these; that, those.
4. Healthy, healthful, wholesome; scared, afraid.
5. Grand, gorgeous, awful, splendid, elegant, lovely, magnificent.

Diagram these sentences and parse the principal words:

1. To be good is to be happy.
2. To be called cruel is to be deemed bad.
3. Being old is being feeble.
4. The apple is good. To love is right.
5. That we should be good is true.
6. He made the ball round.
7. The ball was made round.
8. The ride made me sick.
9. She was made sick.
10. The boy became good.
11. The boy will be good.
12. For you to be called rich seems proper.
13. The dead tree appeared alive.
14. He seems honest.
15. They made the boy happy.
16. He, kind to those he met, became a hero.
17. The aged man spent with toil came home.
18. The boy stiff with cold cried.
19. He, courted and flattered, soon lost his senses.
20. He made the door fast.
21. He painted the house red.
22. He was deemed wise.
23. Man became lost.
24. Good boys make good men.
25. The milk turned sour.
26. He was found to be right.
27. He is anxious to succeed.
28. He was ordered to sit down.
29. The water tastes warm.
30. They found him dead.
31. He struck the man dead.
32. He was struck blind.

Which is preferable? Give reasons.

1. Write careful, (carefully.)
2. Speak slow (slowly) and distinct (distinctly.)
3. He behaved bad (badly.)
4. I am tolerable (tolerably) well today.

5. He writes plainer (more plainly) than I do.
6. She dresses suitable (suitably) to her station.
7. I live free (freely) from care.
8. Walk as quiet (quietly) as you can.
9. We found the way easy, (easily.)
10. It looks well (good.)
11. His hat looks good (well.)
12. This carriage rides easy (easily.)
13. How sweet (sweetly) these flowers smell.
14. We arrived safe (safely.)
15. This milk tastes sour (sourly.)
16. This coat goes on easy (easily.)
17. Luther stood firm (firmly.)
18. The cry sounded shrill (shrilly.)
19. Larks sing sweet (sweetly.)
20. She works good (well) and neat (neatly.)

1[1] The Verb.
1[2] Definition.
2[2] Etymology.
3[2] Classes.
1[3] As to relation to subjects.
1[4] Finite.
2[4] Infinite.
1[5] Infinitives.
2[5] Participles.
2[3] As to relation to objects.
1[4] Transitive.
2[4] Intransitive.
3[3] As to completeness of predication.
1[4] Attributive.
2[4] Copulative.
4[3] As to form.
1[4] Regular or Weak.
2[4] Irregular or Strong.
1[5] Complete.
2[5] Redundant.
3[5] Defective.
5[3] As to rank.
1[4] Principal.

2^4 Auxiliary.
1^5 Of voice—am.
2^5 Of mode—may, can, must.
3^5 Of tense—have, had, shall, will.
4^5 Of style—do.

4^2 Parts.
1^3 Principal.
1^4 Present Indicative.
2^4 Past Indicative.
3^4 Present Participle.
4^4 Past Participle.
2^3 Auxiliary.

5^2 Properties.
1^3 Voice.
1^4 Active.
2^4 Passive.
1^5 How formed?
2^5 How distinguished?
3^5 Why used?
2^3 Mode.
1^4 Incidative.
2^4 Subjunctive.
3^4 Imperative.
4^4 Infinitive.
5^4 Potential (?)
6^4 Participial (?)
3^3 Tense.
1^4 Primary.
1^5 Present, 2^5 Past, 3^5 Future — Simple. Emphatic. Progressive.
2^4 Secondary.
1^5 Present perfect, 2^5 Past perfect, 3^5 Future perfect — Simple. Emphatic. Progressive.
4^3 Person.
5^3 Number.

6^2 Conjugation.
1^3 Active voice.
2^3 Passive voice.

7^2 Parsing.

1. Give the meaning of transitive, intransitive and copulative verbs.
2. What are *weak* and *strong* verbs? Why are they so called.
3. What is a complement of a verb?
4. What may be a complement of a verb? Give examples.
5. Of what use is the passive voice?
6. What verbs have voice? Why?
7. Show the difference between finite and infinite verbs.
8. What are auxiliary verbs? Why are they so called?
9. How use the auxiliaries has, had, have, hast and hadst.
10. What is meant by the principal parts of a verb?
11. Give the meaning of *mode*.
12. What is a personal verb? An impersonal verb? Give examples.
13. Give examples of verbs that are usually transitive, being used intransitively.
14. Give examples of verbs that are usually intransitive, being used transitively.
15. What is the important point of difference between the *indicative mode* and the *subjunctive mode*?
16. Why is the participle so called?
17. What is the original meaning of *shall?* Of *will?*
18. How are the perfect tenses formed? The progressive tenses? The future tenses? Give examples of each.

Parse the verbs in the following:

1. I study. I study history.
2. She sings. She sings a song.
3. She can look daggers.
4. The book was disposed of.
5. He cast up the account.
6. He laughed at me.
7. We were laughed at.
8. They say the man came to.

9. Did you see the horse try to get up?
10. We laughed ourselves hoarse.
11. He drank himself drunk.
12. He broke the pen.
13. The pen was broken.
14. The man plowed the field.
15. The field was plowed.
16. The boy is hurt. The boy was hurt.
17. I am seen. I was seen.
18. She walks a queen.

Change the verbs in the following to the other tenses:

1. I beseech you to hear me.
2. The wind blows furiously.
3. I do it myself.
4. The enemy flee before us.
5. The door flies open.
6. The birds fly away.
7. The river overflows its banks.
8. Charles sees me coming.
9. Mr. Adams shoes my horse.
10. The sun wakes me in the morning.
11. The bell rings at six o'clock.
12. She sings sweetly.
13. He lights the lamps.
14. The birds light on the tree.
15. He flees at the sound of voices.
16. He comes in and lays his coat on a chair.
17. He drinks water freely.
18. Armed men spring up on all sides.
19. The ship sinks with all on board.
20. I bid you come in.
21. He bids $40 on the horse.
22. The cat lies on the rug.
23. He swims well.
24. John runs a race.
25. I am in the house.
26. I see a man.
27. He smites me on the face.
28. They forsake one another.

29. I know the way to town.
30. They write letters home.

Discuss the following:

1. The pen was broken by the boy.
2. My pen has been broken for a week.
3. He is without a home.
4. He is homeless.
5. He is in health. Health is in him.
6. He is in Chicago. Chicago is in him.
7. He is in the house.
8. Predicate complements of incomplete verbs may be:

 (*a*) A noun or pronoun.
 (*b*) An adjective.
 (*c*) An infinitive phrase.
 (*d*) A prepositional phrase.
 (*e*) A noun clause.
 Give examples of each.

9. May and can.
10. Sit, set; lie, lay.
11. Subjunctive mode.
12. Gerunds and participles.
13. I go a fishing.
14. The number and person of a verb.
15. Form of the verb in the subjunctive mode, and when "I" or "you" is subject.

Study *shall* and *will* as is suggested by the following outline:

1^1 Signs of the future tense.
 1^2 Shall.
 1^3 Original meaning of
 2^3 Used in the first person.
 1^4 To merely foretell.
 2^4 To ask permission.
 3^4 To ask questions with the personal pronouns of the first person.
 3^3 Used in the second and third person.

1^4 To express a promise.
2^4 To express a command.
3^4 To express a threat.
2^2 Will.
1^3 Used in the first person.
1^4 To express a resolution.
2^4 To express a promise.
2^3 Used in the second and third person.
1^4 To express simple futurity.
3^3 Used in the second person in interrogative sentences.
1^4 To express a wish or intention.
4^3 Never used with nominative case in interrogative sentences.

Distinguish in meaning between:

1. I will (shall) meet you.
2. Will he come? Shall he come?
3. You will (shall) repent of this.
4. He will (shall) not see us.
5. Shall (will) we stay at home?
6. Shall (will) you stay at home?
7. He shall (will) not be left.
8. I will (shall) be the last to go.
9. He said he would (should) not go.
10. The man will (shall) speak.
11. We will (shall) be avenged.
12. We will (shall) go, nothing can prevent us.
13. I think it will (shall) rain today.
14. Will (shall) you stay with us today?
15. I shall (will) read awhile.
16. Shall (will) I see him?
17. Shall (will) I read?
18. You shall (will) have these pens.
19. I shall (will) be happy to accept your invitation.
20. If I should (would) strike him, he would (should) fall.

Distinguish in meaning between:

1. I wrote and I was writing.
2. I had sung, and I have sung.
3. I shall see, and I shall have seen.
4. I play, and I am playing.
5. I shall write, and I shall be writing.
6. I do write, and I write.
7. I wrote, and I did write.
8. I hit the ball, and the ball was hit.
9. The house stood (has stood) 20 years.
10. The man came (has come) to town.
11. He should stay (have stayed) here.
12. He ought to go (have gone.)
13. I could go (have gone) alone.
14. He must be (have been) tried.
15. It rained (has rained) for two weeks.
16. He appeared to be (have been) crying.
17. We need not go. We need not have gone.
18. He may go (have gone.)
19. He saw (had seen) the show.
20. He will see (shall have seen) the man at ten o'clock.
21. I may go, and I can go.
22. May I leave the room, and can I leave the room?
23. He may read, and he can read.
24. Could I go, and might I go?
25. I might go, and I might have gone.

A study outline of the subjunctive mode:

1^1 Subjunctive mode.
 1^2 Definition.
 2^2 Etymology.
 3^2 How introduced.
 4^2 What it may express.
 1^3 A future event about which we are uncertain.
 2^3 A wish.
 3^3 An intention.

4^3 A condition regarded as untrue or uncertain.

5^3 A consequence that is untrue because a condition is untrue or uncertain.

5^2 Note the points of difference between the subjunctive mode and the indicative mode.

What thought is expressed in the following sentences? Give mode of verbs.

1. Take heed, lest thou fall.
2. Though it rain fire, I will go.
3. I wish I were there.
4. The decision is that you go to school.
5. I shall not come, if it should rain.
6. If he had listened to me, he would now be well.
7. I would go, if I were he.
8. I will sing, if you listen.

If a verb expresses a fact it is in the *indicative mode.*

Diagram the following sentences and parse the verbs:

1. If he had come, we would have listened.
2. As is the teacher, so is the school.
3. Were death denied, fools would wish to die.
4. If the book, be in the library, you can have it.
5. If the book were in my library you could have it.
6. If the book is in my library, you can have it.
7. If it rain, you shall go.
8. If it rained, you should not have gone.
9. If it rains, I will not go.
10. If he was there, he fought bravely.
11. I may go to town tomorrow.
12. I think it will be thine.
13. We be twelve brethren.
14. Lord, if thou hadst been here, my brother had not died.
15. Had I met you in the city, I would not have known you.
16. If thou be the Son of God, come down.

17. Law wills that all be known.
18. They decked it with gold, that it move not.
19. If he do not hear, I am mistaken.
20. If he does not hear, now, I am mistaken.
21. If it were not so, I would have told you.

1^1 The Verbals.
 1^2 Gerund.
 1^3 Definition and Etymology.
 2^3 How used?
 2^2 The Infinitive.
 1^3 Definition and Etymology.
 2^3 Use.
 1^4 Substantive.
 2^4 Adjective.
 4^4 Adverbial.
 3^3 Subject.
 1^4 Sometimes omitted.
 2^4 Case.
 3^4 May be.
 1^5 Noun.
 2^5 Pronoun.
 3^5 Adjective.
 4^5 Participle.
 5^5 Infinitive.
 6^5 Clause.
 4^3 Predicate complement.
 1^4 Case.
 1^5 Nominative.
 2^5 Objective.
 2^4 May be.
 1^5 Noun.
 2^5 Pronoun.
 3^5 Adjective.
 4^5 Participle.
 5^5 Infinitive.
 6^5 Clause.
 5^3 Properties.
 1^4 Tense.

2^4 Mode.
3^4 Voice.
6^3 Infinitive form of Abridgment.
1^4 Used in abridging.
1^5 Adjective clauses.
2^5 Adverbial clauses.
3^5 Substantive clauses.
7^3 Constructions.
1^4 As a noun in—
1^5 The nominative case.
1^6 Subject of a finite verb.
2^6 Predicate of a finite verb.
3^6 In apposition with a word.
4^6 In apposition with another infinitive.
2^5 The objective case.
1^6 Object of a verb.
2^6 Object of a participle.
3^6 Object of a preposition.
4^6 Subject of another infinitive.
5^6 Predicate, objective of another infintive.
3^5 The absolute case.
1^6 With a participle.
2^6 By pleonasm.
3^6 By exclamation.
4^6 In apposition with a word in the absolute case.
2^4 As an adjective.
1^5 Limiting a noun directly.
2^5 With the use of predicate complement.
3^4 As an adverb.
1^5 Limiting a verb.
2^5 Limiting an adjective.
3^5 Limiting an adverb.
8^3 How determine the constructions?
1^4 By arranging the elements in natural order.
2^4 By dropping expletives and apparent subject.
3^4 By supplying ellipsis.

4[4] By comparing similar known constructions.
5[4] By changing the infinitive to the third class element from which it was abridged.
3[2] The Participle.
1[3] Definition.
2[3] Etymology.
3[3] Classes.
1[4] Present.
1[5] Use.
1[6] Substantive (?)
2[6] Adjective.
3[6] Adverbial (?)
2[5] Formation.
2[4] Perfect.
1[5] Use.
1[6] Adjective.
3[4] Compound.
1[5] Formation.
2[5] Origin.
3[5] Use.
1[6] Substantive (?)
2[6] Adjective.
3[6] Adverbial (?)
4[3] Constructions.
1[4] *As a *noun* (?)
1[5] In the nominative case.
1[6] Subject of a finitive verb.
2[6] Predicate complement after a finite verb.
3[6] In apposition with another participle.
2[5] In the objective case.
1[6] Object of a verb.
2[6] Object of a preposition.
3[6] Objective subject of an infinitive.
4[6] Objective predicate of an infinitive.
3[5] In the absolute case.

*It is better to consider this construction not *participles* but *gerunds*.

1^6 By pleonasm.
2^6 With another participle.
3^6 In apposition.
4^6 By exclamation.
2^4 As an adjective.
1^5 Limiting a noun directly.
2^5 Used as a predicate complement.
3^4 As an adverb (?)
1^5 Limiting an adjective (?)
2^5 Limiting a verb (?)
5^3 Participial form of abridgment.
1^4 Used to abridge—
1^5 Substantive clauses.
2^5 Objective clauses.
3^5 Adverbial clauses.
1^6 Of time.
2^6 Of cause.
3^6 Of condition.
6^3 Case of a noun used as subject of predicate of a participle.
7^3 Difference between a participle with the construction of a noun and a participial noun (?)
8^3 Difference between a participle with the construction of an adjective and a participial adjective (?)

1. Write in sentences all the *participial* and *infinitive* constructions of see, go, come, do, sing, blow, fly, and strike.
2. What is a gerund? Give examples.
3. How many forms has the infinitive? Give examples.
4. Have all finite verbs subjects? Why?
5. Have all infinitives and participles subjects? Why?
6. When is the infinitive sign, "to," omitted?
7. Is "to" in, *to see*, a preposition? Why?
8. How may a verb in the active voice be changed to the passive?

9. What is meant by objective subject, and objective predicate? Illustrate.

10. The *infinitive* has how many tenses?

The objective subject and objective predicate. Proofs.

1. Compare the definitions and the "say sos" of the best authors.

2. Reason from the standpoint of *voice*. It is a fact that if we change a verb from the active to the passive voice, its object in the active becomes its subject in the passive, and its subject in the active becomes the object of a preposition in the passive.

3. Study carefully the following:

(*a*) John struck him.
(*b*) He was struck by John.
(*a*) It is wrong for him to strike John.
(*b*) It is wrong for John to be struck by him.
(*a*) For him to strike John is wrong.
(*b*) For John to be struck by him is wrong.
(*a*) I wish that he was a teacher.
(*b*) I wish him to be a teacher.
(*a*) I told him that he should go.
(*b*) I told him to go (?)
(*a*) I told him that he should be a teacher.
(*b*) I told him to be a teacher.
(*a*) That he should lie is base.
(*b*) For him to lie is base.

Diagram the sentences and parse:

1. He thinks it to be wrong to steal.
2. I think it not to be to die to sleep.
3. To whisper, having been forbidden, all went well.
4. Delightful task, to rear the tender thought!
5. To go or not to go, that is the question.
6. Time to come is called future.
7. Those goods are to be sold.
8. He came to assist me.

9. That fruit is good to eat.
10. Wishing to see my brother, is what brings me here.
11. Paul was about to open his mouth.
12. To die to escape from this existence is dreaded by all.
13. His desire to teach is now gratified.
14. It is light enough to go.
15. It is not to die to sleep.
16. These apples are to be eaten.
17. I wish to be he.
18. To kill your brother! Shame! Shame!
19. I like to study my lesson.
20. I wish you to be a preacher, but I wish to be a teacher.

Diagram the sentences and parse:

1. It is hard work to plow.
2. He thinks it to be hard work to teach.
3. I desire him to teach.
4. I told him to teach.
5. Those apples are good to eat.
6. I think it to be wrong to steal.
7. I bought a book for you to read.
8. It is better to fight for the good than to rail at the ill.
9. We expect John to see us.
10. They expected him to be a preacher.
11. They are eager to hear the news.
12. It is gain for me to die.
13. I think it base to lie.
14. I wish to be Caesar; whom do you wish me to be?
15. Hope shows it to be the shadow of an infinite bliss to come.
16. It is natural for man to indulge in the illusions of hope.
17. To be a thief is criminal.
18. It is greater to be a man than, being a man, to be a king.

19. To become a brother of the insensible clod, to die is that, that frightens us all.

20. To teach a man to be an orator is little less than to teach him to be a poet.

21. I am *going out in* the new boat.

22. Viola will teach the boy how to *use* the fuel.

23. He will *allow* them to *take* any mule *they ask* for.

24. He or you laid the coil of rope on the new couch.

25. I will give you the bureau for half the money *in* the *bank*.

26. I fail to *see* how you are *right in taking* the cow *they* own.

27. It will be to *our* advantage to *know each* item *in* the *bill*.

28. He and *she* live an ideal life, though *they* fail *in* loyalty to the empire.

29. Isaac will *allow us* to *use* half the *income* of the farm *in* Illinois to *go* to China.

30. Though it will be *out* of *my* power to *go*, I hope you will all enjoy the voyage to Cuba.

31. It is impossible for *us* to be *in* the city *soon*.

32. Esty is as anxious as Jessie to satisfy *us*.

33. The subject itself *seems* to *me* to suit the speech.

34. I am sorry to *see* several of the boys smoking.

35. Because of *such* errors he has to vacate his office.

36. *In* his speech to the police he will speak specially of the spies.

37. Special laws looking to the safety of savages will *soon* be *in* force.

38. James *says* it will be an impossibility to revise his speech *in* six *hours*.

39. *My* son has as *many* books on the subject as he has *time* to peruse.

40. I assume the assets of the house are *such* as will suffice to satisfy Ezra.

Diagram the sentences and parse:

1. Playing ball is good exercise.
2. They are playing ball.

3. Dying, passing from an animate to an inanimate state, is dreaded by all.
4. You may commence playing ball.
5. Are you fond of writing stories?
6. He thought reading history to be understanding it.
7. Singing or not singing, that is the question.
8. Delightful work, teaching the young!
9. The man seeing his mistake, corrected it.
10. The boy lies sleeping on the ground.
11. The field is not worth plowing.
12. The scholars came running into the room.
13. The man, seen by you is my father.
14. He seems well taught.
15. Having been there is having had a hand in the affair.
16. He thinks having been there to be having had a hand in the business.
17. After having been repulsed, the army retreated.
18. Having been there, or not having been there, what is the difference?

1^1 The Adverb.
 1^2 Definition and Etymology.
 2^2 Divisions.
 1^3 As to use.
 1^4 Simple.
 1^5 Limiting.
 1^6 Interrogative.
 2^6 Responsive.
 3^6 Modal.
 4^6 All others not "conjunctive."
 2^5 Independent.
 2^4 Conjunctive.
 3^4 Adverbial phrases.
 2^3 As to meaning.
 1^4 Time.
 2^4 Place.
 3^4 Cause.
 4^4 Manner.

5^4 Degree.
6^4 Doubt.
7^4 Affirmation.
8^4 Negation.
3^2 Comparison.
4^2 Parsing.

1. Write five conjunctive adverbs in sentences.
2. What is a *relative adverb?* Give examples.
3. Give a list of adverbs that admit of comparison.
4. What is an interrogative adverb? Write five in sentences.
5. When is *the* an adverb? Give examples.
6. Write a list of adverbial phrases.
7. Words that are ordinarily nouns are sometimes used as adverbs. Write ten such in sentences.
8. Words that are ordinarily adjectives, sometimes become adverbs. Write ten such in sentences.
9. Words ordinarily used as adverbs, occasionally become nouns. Write five such in sentences.
10. Are adverbs ever used as predicate complements?

1. Adverbs should be placed as near as possible to the words which they modify. Show this to be true by examples.
2. Discuss *only* in the following sentences:
(*a*) I only saw three mice.
(*b*) I saw only three mice.
(*c*) I saw three mice only.
(*d*) Only I saw three mice.
3. Discuss—He went to town, driving a flock of sheep, on horseback.
4. Adverbs are often confounded with adjectives, as both modify words, and both have the same form. Verify this by giving examples.
5. Parse the italicized words in the following sentences:
(*a*) The time passed *pleasantly.* (*b*) He is *poorly.*

(*c*) She reads *better*. (*d*) She seems *better*. (*e*) The horse travels *well*. (*f*) The horse looks *well*. (*g*) He feels *bad*.

Diagram and parse:

1. I once had a pet rat.
2. Be wise today, 'tis madness to defer.
3. We see the old man walking rapidly.
4. That fellow is remarkably tall.
5. The horse runs very swiftly.
6. She is much the tallest.
7. The deeper the well, the cooler the water.
8. There was a boy named Henry.
9. I know the man over there.
10. She speaks very loud.
11. He came from abroad.
12. Drink wine for your often infirmities.
13. The good man is here.
14. Such as I have, give I unto thee.
15. He is as tall as his father.
16. He is not old enough to go.
17. He lives just over the hill.
18. He knows when it is school time.
19. The place where you live is beautiful.
20. I will go where you go.

Improve the arrangement in the following sentences:

1. I will only mention some of the best.
2. He only spoke to me, not to you.
3. Lost, a dog, by a gentleman, with his ears cut close.
4. Canteens were issued to the soldiers with short necks.
5. He went to the sea-shore for a little fresh air from the city.
6. Lost, an umbrella, by a gentleman with a gold head.
7. A piano for sale by a lady about to cross the channel in an oak case with carved legs.

8. Lost, a cow, by an old woman with brass knobs on her horns.

9. I found this knife coming up the road.

10. I scarcely ever remember to have had a rougher walk.

11. He promised to earnestly try to do better.

12. His political enemies tried to in this way impeach the courage of the President.

1[1] The Preposition.
 1[2] Definition.
 2[2] Kinds.
 1[3] Simple.
 2[3] Compound.
 3[3] Complex.
 3[2] Terms of relation.
 1[3] Antecedent.
 1[4] A verb.
 2[4] A noun.
 3[4] A pronoun.
 4[4] An adjective.
 5[4] An adverb.
 6[4] An interjection.
 4[2] Object.
 1[3] A noun.
 2[3] A pronoun.
 3[3] An adverb.
 4[3] An adjective.
 5[3] An infinitive.
 6[3] A participle.
 7[3] A phrase.
 8[3] A clause.
 5[2] Parsing.

1. The principal compound prepositions are, out of, as to, as for, from under, from among, over against, from before, from among, from between, but for, aboard of, from off, round about.

2. The principal complex prepositions are, in place of, in consideration of, in opposition to, in spite of, on account of, instead of, contrary to, according to, the extent of, with respect to.

3. Examples illustrating the antecedent term of a preposition.

(*a*) Sunday is the first day of the week.
(*b*) You should be diligent in your business.
(*c*) The captain wanted him upon the deck.
(*d*) He went into the house.
(*e*) I hear a bird singing in the tree.
(*f*) He came agreeably to his promise.

4. Do *like* and *as* ever fill the office of a preposition? Investigate.

5. When use the following prepositions?—Among, between; at, in; beside, besides; by, with; different from, different to; in, into; in, on; on to, onto; wait for, wait on.

6. Tell the difference in meaning between:

(*a*) She confides in (to) her sister.
(*b*) He differs from (with) me.
(*c*) He is in (at) Columbus.
(*d*) He waited on (for) his father.
(*e*) We are disappointed of (in) our guests.

7. Insert the necessary prepositions in the following sentences:

(*a*) What use is this piece of cord?
(*b*) It is unworthy your notice.
(*c*) He lives the other side the street.
(*d*) He is not home today.
(*e*) She could not refrain shedding tears.

8. Strike out the unnecessary prepositions in the following sentences:

(*a*) I met a man of about sixty years old.
(*b*) No one can help from liking the story.
(*c*) The boy fell off of the house.
(*d*) The pupils copy after the teacher.
(*e*) At about what time will you go?
(*f*) Look out of the window.
(*g*) The dog followed on after his master.

(*h*) We must examine into this matter more carefully.

Diagram these sentences and parse the prepositions:

1. He went aboard the ship.
2. The boy went in spite of his father's dictations.
3. He walks ten miles every day.
4. The hat is worth a dollar.
5. The tree is sixty feet high.
6. He desires nothing except to live.
7. We had talked concerning how they had lived.
8. He will sail the seas over.
9. The panther's track is fresh in the snow.
10. He runs like a deer.
11. He has gone a fishing.
12. He came to where I was.
13. The house is good enough for us.
14. I am without money.
15. John is in the house.
16. Mary is in good health.
17. He came from over the hill.
18. He is laughing at the boy.
19. The scholars came out of the house.
20. He threw up the job.

1^1 The Conjunction.
 1^2 Definition.
 2^2 Etymology of the word.
 3^2 Classes.
 1^3 As to use.
 1^4 Coordinate.
 2^4 Subordinate.
 2^3 As to meaning.
 1^4 Copulative.
 2^4 Adversative.
 3^4 Alternative.
 4^4 Casual.
 5^4 Conditional.
 6^4 Correlative.

4^2 Other parts of speech used as conjunctions.
1^3 Relative pronouns.
2^3 Conjunctive adverbs.
3^3 Prepositions.
4^3 Copulative verbs.

Study the correct use of the following words, and insert in each blank: Like, as:

1. You should do —— I do.
2. He fears a dog —— you fear a snake.
3. I wish I could run —— he can.
4. I will be a doctor —— may father.
5. I will be a teacher ——my father was.
6. He acted —— (if) he were guilty.
7. He treated me —— a cat treats a rat.
8. Mp top is —— yours.

Except, without, unless:

1. Do not come —— I tell you.
2. I will not go —— you go.
3. I will not go —— the teacher's consent.
4. —— you study better you will fail.
5. They cannot go —— money.
6. Do not write —— you feel well enough.
7. He had no fault —— idleness.
8. He had no money —— two dollars.

Correct the faults in these sentences.

1. Chas. is as old or older than Henry.
2. Chestnut is more durable but not so hard as oak.
3. She is older but not so large as her sister.
4. Though not so large, he is older than his brother.
5. The gods are either angry or nature is too powerful.
6. He either is stupid or insolent.
7. He was not only accused of robbery, but of treason.
8. The man was weak both in body and mind.

MISCELLANEOUS EXERCISES.

I.

Slips of Tongue and Pen.

1. *When, while.* *When* means at the time; *while* means during the time.

2. *Nor, or.* *Nor* goes with *neither; or* goes with *either.*

3. *Except, unless.* Use *except* as a preposition and *unless* as a conjunction. "*Unless* he come, I cannot leave" is correct. "They all go *except* me" is also correct.

4. *Like, as.* *Like* should be used as a preposition, not as a conjunction. It is considered incorrect to say "sing *like* I sing"; this should be "sing *as* I sing."

5. *Wait on, wait for.* Distinguish clearly between these two phrases. To *wait on* means to attend on, while to *wait for* means to stop or delay for. It is incorrect to say "Let us wait at the corner on Will."

6. *Among, between.* *Among* is used when the reference is to more than two; *between* when the reference is made to two only. It would be incorrect to say "Divide it between the three."

7. *Real, really.* *Real* means genuine, not counterfeit, as "*real* pearls." Use *really* in such phrases as "really remarkable," "really sad."

8. *Human, humane.* *Human* denotes what pertains to man as man; as "*human* nature." *Humane* means compassionate.

9. *Leave, let.* Do not use *leave* in the sense of *let;* as "*leave* me alone." Say "*let* me alone."

10. *Most, almost.* Do not use *most* for *almost;* as, "He comes *most* every day; say *almost.*

11. *Stop, stay.* *To stop* means to cease to go forward, to leave off; *to stay* means to abide, to tarry, to dwell. He may *stay,* not *stop,* at home, at a hotel, with a friend.

12. *Alone, only.* *Alone* is often improperly used for *only;* that is *alone* which is unaccompanied; that is *only* of which there is none other.

13. *Healthy, wholesome.* The first of these two words

is often improperly used for the second. A man may be *healthy* but the food he eats is said to be *wholesome*.

14. *Propose, purpose.* *To propose* means to put forward or to offer for the consideration of others; hence, a *proposal* is a scheme or design, a proposition. *Purpose* means to intend, to resolve; hence, a *purpose* is an intention, an aim.

15. *Seem, appear.* What *seems* is in the mind; what *appears* is external. Things *appear* as they present themselves to the eye; they *seem* as they are represented to the mind. When things are not what they *appear*, our senses are deceived; when things are not what they *seem* our judgment is at fault.

16. *Mad, angry.* Do not use *mad* in the sense of *angry*. *Mad* means insane.

17. *Decided, decisive.* A *decided* opinion is an opinion which is strongly upon one side; a *decisive* opinion is one that is final.

18. *Many, much.* *Many* refers to numbers, *much* to quantity.

19. *Both, each, every.* Note carefully the use of these words. *Both* means two considered together. *Each* means all of any number considered one by one. *Every* means all of any number considered as composing a class or group. *Each* is more explicit as to the number than *every*.

20. *First, second, secondly.* *Firstly* is never used. *First* is both adjective and adverb. *Second* is an adjective, *secondly* an adverb; *third* is an adjective, *thirdly* an adverb.

21. *Also, likewise.* *Also* is applied to things and qualities and denotes mere addition; *likewise* is applied to states of being or of action; and denotes agreement or connection between the ideas expressed in the words it joins. Thus, we say, "He is a prince and *also* a musician"; but, "He is a poet and *likewise* a musician."

22. *Ability, capacity.* *Ability* is the power of doing something; *capacity* is the faculty of receiving something. *Ability* is often used instead of *capacity*.

23. *Brief, concise.* An article is *brief* when it is

merely short; it is *concise* when it is short and also condensed.

24. *Character, reputation.* *Character* is our real inner worth; *reputation* is the world's opinion of character. A man of bad character may have a world-wide reputation.

25. *Apparent, obvious.* Do not say "The truth of that is *apparent*"; use *obvious* or *evident*. *Apparent* is the opposite of *real; obvious* is the opposite of *obscure*.

26. *Appreciate.* Do not use *appreciate* for *value highly*. To appreciate is to value correctly or justly.

27. *Afraid, fear.* We say "I *fear* it will rain"; not "I am *afraid* it will rain."

28. *Couple, two.* We speak of a happy *couple* but not a *couple* of dollars. *Couple* should be used only when the persons or things spoken of are joined, either literally or figuratively.

29. *With, of.* People do not die *with* diseases but *of* them.

30. *Going to.* Do not use *going to* for *about to*, as "I am about to do it."

31. *Situation, site.* *Situation* embraces all the local aspects in which a thing is placed; *site* is the actual ground selected for location.

32. *Sewage, sewerage?* The former refers to the contents of sewers, the latter to the system of sewers.

33. *Majority, plurality.* These words are often confused. A man has the *majority* of the votes when he has more than half of the whole number cast; he has a *plurality* when his votes exceed those of any other candidate. A plurality is not necessarily a majority when there are more than two candidates.

34. *Lot.* This word is frequently misused; *lot* means a distinct part or parcel; as, "There are fifteen lots of goods." The word does not mean a great number, and is improperly used in "I have *lots* of money." There were a *lot* of people present," etc.

35. *Custom, habit.* *Custom* denotes the frequent repetition of the same act, and may be used of a number of persons taken together; *habit* is the effect of custom in a person.

36. *Affect, effect.* To *affect* is to change; to *effect* is to accomplish.

37. *May, can.* In asking permission do not say "Can I," etc. The correct word is *may.*

38. *Worse.* It is an error to use *worse* in the sense of *more*, as, "He disliked salt *worse* than pepper."

39. *Of, to.* It is considered better to use *of* than *to* in such expressions as "It is a quarter *of* ten."

40. *Persuaded, convinced.* We are *convinced* by argument and *persuaded* by entreaty.

41. *To be.* The verb *to be* (am, was, been) takes the same case after it as before it; as, "Was it *he* who did the work?" "If I were *he* I would do it." "If I were *she* I would not go." "I don't think that it was *he*."

42. *Done.* This word, when used correctly, is preceded by *is, was, has, had, have*, etc.; as, "I have done the work."

43. *Had ought. Had* is unnecessary in such expressions as the following: "He *had* ought to go." "They *had* ought to have replied at once."

44. *Had have.* Omit *have* in such expressions as the following: "Had I *have* known." "Had you *have* seen it."

45. *At length.* With reference to time *at last* is the proper phrase: as, "*At last* we heard from him" (not *at length.*)

46. *Of any.* This phrase is often used when *of all* is meant; as, "This is the largest *of any* I have seen."

47. *We, us, they, who, whom.* Errors in the use of these pronouns are frequent. "*Us* boys enjoy holidays"; say "*We* boys." "*Who* is it for?" Say "*Whom.*" "Was it *them*?" Say "*They.*" "Be careful *who* you trust"; say "*whom.*"

48. *Ain't.* There is no such word.

49. *Don't.* The correct word after singular subjects is *doesn't*; as, "He *doesn't* come often."

50. *Collective nouns.* When the idea of unity is prominent collective nouns take singular verbs; as, "The fleet *was* under orders to sail." "There *was* a large crowd in the building." "Your committee begs leave to report."

When the idea of plurality is prominent collective nouns take plural verbs; as, "The public *are* requested to be present."

51. *Prepositions.* The needless insertion of a preposition is to be avoided; as, "*In* what latitude is Boston *in*?" Care must be taken to connect prepositions with appropriate verbs and nouns; as, "This book is different *to* (say *from*) that.' "I was followed *with* (say *by*) a crowd."

52. *Shall, will.* *Will* expresses the will or pleasure of the subject; *shall* subordinates the will of the subject to that of the speaker. "We *will* go" means "We are willing to go." "We *shall* go" means "We have decided upon going." Never say "*Will* I do so and so?" The literal meaning of such an expression is "Am I willing to do," etc.

53. *All over.* *Over all* the country, not *all over* the country.

54. *And.* Say "Try *to* go," not "Try *and* go."

55. *As.* Say "Not *that* I know" instead of "Not *as* I know of."

56. *Beautifully.* The room looked *beautiful*, not *beautifully*.

57. *Blacking.* This word is not *blackening*.

58. *Well.* I am feeling very *well*, not I am feeling very *good*.

59. *Returned back.* The prefix *re* means *back*.

60. *Granary.* There is no such word as *grainary*.

II.

Words, phrases and expressions to be avoided:

"Guess" for "suppose" or "think."

"Fix" for "arrange" or "prepare."

"Ride" and "drive" interchangeable. (Americanism.)

"Real" as an adverb in expressions "real good" for 'really" or "very good," et cetera.

"Some" or "any" in an adverbial sense; for example, "I have studied some" for "somewhat;" "I have not studied any" for "at all."

"Some" ten days for "about" ten days.

Not "as I know" for "that" I know.

"Storms" for it "rains" or "snows" moderately.

"Try" an experiment for "make" an experiment.

Singular subject with contracted plural verb; for example "She don't skate well."

Plural pronoun with singular antecedent.

Every "man" or "woman" do "their" duty; or if you look "any one" straight in the face "they" will flinch.

"Expect" for "suspect."

"First rate" as an adverb.

"Nice" indiscriminately.

"Had" rather for "would" rather.

"Had" better for "would" better.

"Right away" for "immediately."

"Party" for person."

"Promise" for "assure."

"Posted" for "informed."

"Post graduate" for "graduate."

"Depot" for "station."

Try "and" go for try "to" go.

Try "and" do for try "to" do.

"Cunning" for "smart," "dainty."

"Cute" for "acute."

"Funny" for "odd" or "unusual."

"Above" for "foregoing;" "more than" for "beyond."

Does it look "good" enough for "well" enough.

The matter "of" for the matter "with."

"Like" I do for "as" I do.

Not "as good" for not "so good" as.

Feel "badly" for feel "bad."

Feel "good" for feel "well."

"Between" seven for "among" seven.

Seldom "or" ever for seldom "if ever or "seldom or never."

Taste and smell "of" when used transitively.

More than yyu think "for" for "more than you think.'.

"These" kind for "this" kind.

"Nicely" in response to an inquiry.

"Healthy" for "wholesome."

Just "as soon" for just "as lief."
"Kind of," to indicate a moderate degree.

1[1] The English Sentence.
1[2] Definition.
2[2] Kinds.
1[3] As to rank.
1[4] Principal.
2[4] Subordinate.
1[5] Substantive.
1[6] The subject of a verb.
2[6] The object of a verb.
3[6] The object of a preposition.
4[6] The complement of a copula.
5[6] In apposition.
6[6] Independent.
2[5] Adverbial.
1[6] Modifying an adverb or an adjective to express degree.
2[6] Modifying a verb to express
1[7] Time.
2[7] Place.
3[7] Degree.
4[7] Cause.
5[7] Manner.
6[7] Condition.
7[7] Reason.
8[7] Concession.
3[5] Adjective.
1[6] Restrictive.
2[6] Explanatory.
2[3] As to form.
1[4] Simple.
2[4] Complex.
3[4] Compound.
4[4] Partial-compound.
3[3] As to use.
1[4] Declarative.
2[4] Imperative.
3[4] Interrogative.

4^4 Exclamatory (?)
4^3 As to the Rhetorical classification.
1^4 Periodic.
1^5 Definition.
2^5 Use.
2^4 Loose.
1^5 Definition.
2^5 Use.
3^4 Balanced.
1^5 Definition.
2^5 Use.
4^4 Short.
5^4 Long.
3^2 Elements.
1^3 As to rank.
1^4 Principal.
1^5 Subject.
2^5 Predicate consisting of—
1^6 Copula.
1^7 Pure.
2^7 Impure.
3^7 Complex.
2^6 Attribute, that may be—
1^7 A Noun.
2^7 Pronoun.
3^7 Participle.
4^7 Infinitive.
5^7 Clause.
2^4 Subordinate.
2^3 As to form.
1^4 Simple.
2^4 Complex.
3^4 Compound.
4^4 Partial-compound.
3^3 As to use.
1^4 Adjective.
2^4 Adverbial.
3^4 Objective.
4^4 Subjective.
5^4 Attendant.
6^4 Connective.

1^5 Co-ordinate.
1^6 Co-ordinate conjunctions.
1^7 Copulative.
2^7 Adversative.
3^7 Alternative.
4^7 Illative.
2^5 Subordinate.
1^6 Subordinate conjunctions.
2^6 Relative pronouns.
3^6 Conjunctive adverbs.
4^6 Relative adverbs.
5^6 Prepositions.
4^3 As to class.
1^4 First class.
1^5 A single word.
2^4 Second class.
1^5 A phrase.
3^4 Third class.
1^5 A clause.
4^2 Synthesis.
5^2 Analysis.
1^3 Kinds.
1^4 Diagram.
2^4 Oral.
3^4 Written.
2^2 Steps.
1^3 Read the sentence.
2^3 Tell what kind.
1^4 As to form.
2^4 As to use.
3^3 If complex, point out the principal and subordinate clauses.
4^3 Name the complex subject.
5^3 Name the simple subject.
6^3 Point out the modifiers.
1^4 As to form.
2^4 As to office.
3^4 As to class.
7^3 Name the complex predicate.
8^3 Name the simple predicate.

9^3 If any, name the copulative and attribute or complement.

10^3 Point out the modifiers of the simple predicate and describe them as to form, office and class.

11^3 Name and describe the attendant elements and the pure connectives.

1. Of what does Syntax treat?
2. What is meant by the relation of words in sentences.
3. What is meant by the agreement of words?
4. What is meant by government of words in sentences?
5. Define Analysis; Synthesis.
6. What is a phrase? Give a list of phrases used as different kinds of modifiers.
7. What is a preposition?
8. Distinguish between a proposition and a sentence.
9. What is a clause? Classify clauses.
10. What is ellipsis? Illustrate.
11. What is a complex subject? A complex predicate? A complex element? Illustrate.
12. What is a complex-compound sentence? Write one.
13. What is a compound-complex sentence? Write one.
14. What is a supplement of a verb? Illustrate.
15. What is a factitive object? Illustrate.
16. What is concord?
17. What is an exclamatory declarative sentence?
18. What is an exclamatory interrogative sentence?
19. What is an exclamatory imperative sentence?
20. What is a substantive clause?

SIMPLE SENTENCES.

Diagram the following sentences and parse principal words:

N. B.—Note carefully the punctuation.

1. Despair not, soldier, citizen, statesman.

2. Macaulay, essayist, historian, and statesman, died in 1859.

3. The Roman amusements were the stage, the circus, and the arena.

4. Shakespeare's and everybody's ideal, Portia, was amiable and noble, and loved her husband truly and passionately.

5. From every bush, from every fence, from cannon and musket, a pitiless storm poured upon the retreating British.

6. To spare the submissive and to war down the proud was to recognize and to obey the teachings of Rome.

7. The King's horses, saddled and bridled, and about to start and follow the chase, stood pawing the earth and champing their bits.

8. Obeying the precept, to watch and to pray, and overlooking our neighbor's speaking, ill of us and doing us wrong constitutes the severest test of Christian virtue.

9. To tell the truth and not to exaggerate, speaking honestly, and not dissembling, no man has ever stood this test perfectly.

10. Yeast is added to dough merely to convert, or, putting it in other words, to change, by chemical action, some of the starch into sugar, and to raise and lighten the loaf by thus dispersing the liberated carbonic acid gas equally throughout the mass.

11. Indigo is a blue dye obtained from the leaves of several species of plants largely cultivated throughout the warm regions of Asia.

12. At the dawn of day, on the 12th of October, 1492, Columbus saw before him a level island, several leagues in extent, and covered with trees like a continuous orchard.

13. We, the people of the United States, in order to form a more perfect union, established justice, insure domestic tranquillity, provide for the common defence, promote the general welfare, and secure the blessings of liberty to ourselves and to our posterity, do ordain and establish this Constitution for the United States of America.

14. The Senate of the United States shall be composed of two Senators from each state, chosen by the Legislature thereof, for six years.

COMPLEX SENTENCES.

Diagram, parse, and note punctuation:

1. It is faith in something and enthusiasm for something that make life worth looking at.

2. A verb is a word whereby the chief action of the mind is expressed.

3. The valley of Chamouni is a place where the traveler loves to linger for days and even for weeks.

4. The one great corruption to which all religion is exposed is its separation from morality.

5. The bran of wheat, which is the covering of the kernel, is made up of several layers, and is broken into scales in grinding.

6. The waves of sound do not move so rapidly as the waves of light.

7. As the twig is bent, the tree is inclined.

8. Milk is one of the most important foods, since it contains all the elements of nutrition in the most digestible form.

9. The more we know of ancient literature, the more we are struck with its modernness.

10. Tea increases the waste in the body, since it promotes the transformation of food without supplying nutriment, and increases the loss of heat without supplying fuel.

11. Know ye not that a little leaven, leaveneth the whole lump.

12. "God gave two-thirds of all the beauty to Eve," is a saying of the Mohammedans.

13. New rice must be inferior to old, inasmuch as it is less digestible.

14. Astronomers are certain that the planet Jupiter is not inhabited by creatures like ourselves.

15. Behavior is a mirror, in which everyone shows his image.

16. There are times when every active mind feels itself above any and all human books.

17. We paint such qualities as we do not possess.

18. Thrice is he armed that hath his quarrel just.

19. Charles Lamb, reading the epitaph in the churchyard, inquired, "Where be all the bad people buried?"

20. I attempt to impress nothing upon you, except "Be careful still of the main chance."

21. We could not understand why he left so suddenly.

22. Tell me not in mournful numbers,
Life is but an empty dream.

COMPOUND SENTENCES.

Diagram and parse:

1. Wisdom is the principal thing, therefore get wisdom.

2. Our memories are most retentive in youth, consequently geography, history and the modern languages should be studied then.

3. The camel has been termed the ship of the desert, the caravan may be termed his fleet.

4. Histories make men wise; poets witty; mathematics, subtle; natural philosophy, deep; moral, grave.

5. To be bold against an enemy is common, but the prerogative of man is to be bold against himself.

6. Train up a child in the way he should go, and, when he is old, he will not depart from it.

7. Speak the speech, I pray you, as I pronounced it to you, trippingly on the tongue, but, if you mouth it,

as many of you players do, I had as lief the town-crier spoke my lines.

8. Pride hardens the heart, but humanity softens it.

MISCELLANEOUS.

Diagram the sentences, analyze the thought, parse the principal words, justify the punctuation, etc.

1. One today is worth two tomorrow.

2. Sunday is the golden clasp that binds the volume of the week.

3. Sands from the mountains; moments make the year.

4. Spare moments are the gold-dust of time.

5. Let your life be like a snow-flake, which leaves a mark, but not a stain.

6. This life is only the portico of life.

7. Your character cannot be essentially injured, except by your own acts.

8. Lost, yesterday, somewhere between sunrise and sunset, two golden hours, each set with sixty diamond minutes. No reward is offered, for they are gone forever.—*Horace Mann.*

9. Count that day lost whose low decending sun
Views from thy hand no worthy actions done.

10. Live truly, and thy life shall be a great and noble creed.

11. The diminutive chains of habits are seldom strong enough to be felt until they are too strong to be broken.

12. Himself the greatest of agitators, Napoleon became the most repressive of tyrants.

13. His opposing the measure, an action attributed to his dislike of the originator, proved to be the salvation of the party.

14. That the earth is a spheroid, a fact unknown to the ancients, is one proof of its having been a molten mass.

15. Teaching men to be orators is little less than teaching them to be poets.

16. One ounce of gold is worth sixteen ounces of silver.

17. His desire to speak was now gratified.

18. The rope is twenty feet long.

19. I being in the way, the Lord led me to the house of my master's brother.

20. This he did for Herodia's sake, his brother, Philip's wife.

21. I think the earth's being a spheroid, a fact unknown to the ancients, a good proof of its former molten condition.

22. But a few years ago, Garfield the martyred President, was a boy teaching a country school.

23. He went to the war a private but returned a general.

24. He tried to ascend the mountain, an act which cost him his life.

25. It is greater to be a man than, being a man, to be a king.

26. Leaves have their time to fall, and flowers to wither at the night wind's breath.

27. What man dare, I dare.

28. Fools build houses; wise men live in them.

29. All the world's a stage, and all the men and women merely players.

30. The age, without question, produces daring profligates, and hypocrites of an insidious character.

31. To pull down the false and to build up the true, and to uphold what there is of true in the old,—let this be our endeavor.

32. To spend too much time in studies is sloth; to use them too much for ornament is affectation.

33. If we keep to the golden mean in everything, we shall at least avoid danger.

34. Men, like peaches and pears, grow sweet a little while before they are ready to fall.

35. It fell not, for it was founded on a rock.

36. When, in the course of human events, it becomes

necessary for one people to dissolve the political bands which have connected them with another, and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which compel them to the separation.

37. We hold these truths to be self evident—that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness.

38. That, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.

39. The more successful teachers are, so much the more condescending they should be to be humble.

40. A man who dedicates his life to knowledge becomes habituated to pleasure which carries with it no reproach.—*Sydney Smith.*

41. I know of nothing in the world tenderer than the pity that a kind-hearted young girl has for a young man who feels lonely.—*Holmes.*

42. Take each man's censure, but reserve thy judgment.—*Hamlet.*

43. Seek the good of other men, but be not in bondage to their face or fancy.—*Bacon.*

44. Books are the legacies that a great genius leaves to mankind, which are delivered down from generation to generation.—*Addison.*

45. The first time I read an excellent book, it is to me just as if I had gained a new friend; when I read over a book, I have perused before, it resembles the meeting with an old friend.—*Goldsmith.*

46. Let every man, if possible, gather some good books under his roof, and obtain access for himself and family to some social library. Almost any luxury should be sacrificed to this.—*Dr. Channing.*

47. Kindness in woman, not their beauteous look, shall win my love.—*Shakespeare.*

48. Woman, in accordance with her unbroken, clear-seeing nature, loses herself and what she has of heart, and happiness in the object she loves.—*Jean Paul Richter.*

49. Look not thou upon the wine when it is red, when it giveth its color in the cup, when it moveth aright At the last it biteth like a serpent, and stingeth like an adder.—Prov. 23: 31, 32.

50. If these women had their way, and they intend to have it, the taint of alcohol and nicotine would not be on any lip or on any atmosphere of city, town, or village, on this globe.—*Francis E. Willard.*

51. Young men, my advice to you is, that you cultivate an acquaintance with and a firm belief in the Holy Scripture—this is your certain interest.—*Benjamin Franklin.*

52. I have always said, and always will say, that the studious perusal of the sacred volume will make better citizens, better fathers, and better husbands.—*Thomas Jefferson.*

53. There are no songs to be compared with the songs of Zion, no orations equal to those of the prophets, no politics like those which the Scriptures teach.—*John Milton.*

54. When the people of France pulled down both God and the Church, and set up reason in their place, all the infernal elements of human nature held their brief high carnival.—*J. G. Holland.*

55. He who makes the laws of the universe can so select, combine, contrast and modulate any number of ten million laws, of which we know nothing, as to bring what notes he pleases from the great key-board of life.—*Dr. Geikie.*

56. God's sweet dews and showers of grace slide off the mountains of pride and fall on the low valleys of

humble hearts and make them pleasant and fertile.—*Anon.*

57. When the divine Artist would produce a poem, he plants a germ of it in the human soul, and out of that soul the poem springs and grows as from the rose-tree the rose.—*James A. Garfield.*

58. Any good book, any book that is wiser than yourself, will teach you something—a great many things, indirectly and directly—if your mind is open to learn.—*Thomas Carlyle.*

59. The golden beams of truth and the silken cords of love, twisted together, will draw men on with a sweet violence whether they will or not.—*Cudworth.*

60. Whoever yields to temptation debases himself with a debasement from which he can never arise.—*Horace Mann.*

61. No pain, no palm; no thorn, no throne; no cross no crown.—*Wm. Penn.*

62. Sunday is the golden clasp that binds together the volume of the week.—*Longfellow.*

63. Education is a better safe-guard of liberty than a standing army.—*Edward Everett.*

64. A Bible and a newspaper in every house, a good school in every district—all studied and appreciated as they merit,—are the principal supports of virtue, morality aud civil liberty.—*Franklin.*

65. Education is to unfold nature; to strengthen good and conquor evil; to give self-help; to make a man.—*F. W. Roberston.*

66. If human experience proves anything, it is that every life needs the personal and practical help—the direct touch and word—of One who is divinely powerful and divinely patient.—*E. P. Roe.*

67. Bear ye one another's burdens, and so fulfill the law of Christ.—Gal. 6:2.

68. A friend in need is a friend indeed.—*Franklin.*

69. They seem to take away the sun from the world who withdraw friendship from life; for we have received nothing better from the Immortal Gods, nothing more delightful.—*Cicero.*

70. Standing beneath this serene sky, overlooking the broad fields now reposing from the labors of the waning year, the mighty Alleghanies towering before us, the graves of our brethren beneath our feet, it is with hesitation that I raise my poor voice to break the eloquent silence of God and Nature.—*Edward Everett.*

71. I thank God for my mother as for no other gift of his bestowing.—*Francis Willard.*

1^1 Punctuation.
1^2 Definition.
2^2 Kinds.
1^3 Grammatical.
1^4 Characters used.
1^5 The Comma.
1^6 Used to separate similar words.
2^6 Used to separate pairs of words or phrases.
3^6 Used to set off transposed words.
4^6 Used to set off parenthetical words.
5^6 Used to set off phrases or clauses.
6^6 Used to set off appositive elements.
7^6 Used to set off independent elements.
8^6 Used to set off unrestrictive clauses.
9^6 Used to mark the end of a long subject.
10^6 Used to mark an ellipsis.
11^6 Used to prevent ambiguity.
12^6 Used to set off short quotations.
14^6 Used to separate grammatical expressions forming a series.
15^6 Used to separate words forming a series.
2^5 The Semicolon.
1^6 Used to separate members of compound sentences that are sub-divided by comas.
2^6 Used to separate members of compound sentences when members are loosely connected.

3[6] Used before such words as, *namely, as, viz, eg, etc*, when used to introduce examples.

4[6] Used to separate clauses and expressions having a common dependence.

3[5] The Colon.

1[6] Used after a salutation or formal address.

2[6] Used after an expression that introduces a direct quotation, or an enumeration.

3[6] Used when the connection between the members of a compound sentence is slight.

4[6] Used when the members of compound sentences contain semicolons.

5[6] Used before *yes* and *no*, when in answer to a question.

4[5] The Period.

1[6] Used after declarative and imperative sentences.

2[6] Used after abbreviations and initial letters.

3[6] Used after Roman numerals.

4[6] Used after pounds sterling.

5[6] Used before cents in U. S. money.

6[6] Used after headings and signatures.

5[5] The Interrogation Point.

1[6] Used at the end of every direct question.

6[5] The Exclamation Point.

1[6] Used at the close of every sentence or grammatical expression, intended to convey strong emotion.

2[6] Used after an interjection.

7[5] The Quotation Marks (" ").

1[6] Used to enclose the exact words of another.

2[6] Single marks (' ') are used to mark a quotation within a quotation.

8^5 The Brackets.
1^6 Used to enclose an explanation, correction or a deficiency.
9^5 The Marks of Parenthesis.
1^6 Used to enclose words having little or no connection with the sentence.
10^5 The Ellipsis.
1^6 Characters used.
1^7 (* * *, or ———, or) used to denote the omission of letters, words, sentences and paragraphs.
2^7 The Caret (∧) or blunderer's mark.
1^8 Used to show accidental omission.
11^5 The Index (☞) and the Asterism (⁂)
1^6 Used to point out something very important.
12^5 Other marks.
1^6 The Asterisk, Obelisk, Double Obelisk, Section, Parallels, and the Paragraph.
1^7 They are used for marginal references.

2^3 Rhetorical.
1^4 Characters used.
1^5 The Dash, (—).
1^6 Used when a part is abruptly broken or followed by something unexpected.
2^5 The Macron, Breve, Cedilla, Tilde, Dieresis and the Bars.
1^6 They are used to mark the sounds of letters.

NOTE—It is very important to know how to punctuate, and the best way to learn how is to learn a few simple rules and then notice how they are applied by the best writers. All do not punctuate alike.

Let the teacher read exercises and have the pupils write and

punctuate them. Drill the pupils till they have mastered, at least, the simplest punctuation

1[1] Letter Writing.
1[2] Importance.
2[2] The Form of a Letter.
1[3] Parts.
1[4] The Heading.
1[5] Place.
2[5] Date.
2[4] The Introduction.
1[5] Addresses.
2[5] Salutation.
3[4] The Body of the Letter.
4[4] The Conclusion.
1[5] Complimentary Close.
2[5] Signature.
5[4] The Superscription.
1[5] Name of Writer.
2[5] Place.

Letter Writing is one of the most important divisions of composition work, and it is the most practical. All through life there will be occasions for writing letters of friendship and of business. Therefore, it is important to know what are the requisites of a good letter. It is a bad reflection on the teachers of the public schools to allow boys and girls to go from them deficient in this important subject. Letter-writing, and the writing of formal and informal notes, invitations and acceptances, due-bills, a few legal forms, etc., should be taken up early in the course and frequent practice given it. This can be done in connection with composition-writing. The teacher should be prepared to teach the pupils the various forms of the letter, capitalization, punctuation, folding the letter, placing the letter in the envelope, addressing and stamping the envelope, etc.

Insist on neatness, correct spelling, and grammatical expressions.

A Few Short Exercises.

1. Write a note to a friend, returning thanks for a present just received.
2. Write a letter renewing your subscription to your paper, or magazine.
3. Write a short friendship letter to a school friend.
4. Write a due-bill.
5. Write a promissory note.
6. Write an informal note congratulating a friend on his having passed a good examination.
7. Write a Christmas greeting to an absent friend.
8. Write a receipt on receiving $5.00 from John Noble.
9. Write a formal note accepting an invitation to tea.
10. Write an informal note inviting a friend to take a ride with you. Name the day and hour.
11. Apply for a situation as clerk. Name your qualifications.
12. Write a note of apology to your teacher for some thoughtless act.
13. Write to some person of influence, asking for a recommendation with a view of obtaining a situation.
14. Write a recommendation for a friend, who seeks a situation.
15. Write a letter ordering a book from the American Book Company.
16. Write a letter to a sick friend.
17. Give an account of your last visit.
18. Decline an invitation to accompany a friend on a pleasure trip.
19. Write a composition on "Letter-writing, Letter-folding and Addressing and Stamping the Envelope."

Composition-Writing.

The writing of compositions should be encouraged by all teachers. In fact it should be as much a part of a school course as Arithmetic or Grammar. Pupils should

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early learn to talk with pencil and pen. "We learn to do by doing" is a true maxium. It has been said that a day passed by a pupil in school, who has not put one hundred words, at least, into sentences must be counted a day lost by the pupil. This may be putting it a little strong, but all thoughtful teachers agree, there is nothing that will cause a pupil to think more, and that will awaken a greater interest than to write on interesting subjects. If the teacher has not tried composition-writing, let him try it and see if he does not add new interest to his school. Encourage originality; most pupils have it, but they may not know it by that name. Let the pupils write on familiar subjects. Try historical subjects in the history class; geographical subjects in the geography class, etc., and note the results.

A List of Subjects for Compositions.

Bad Habits.
Manners.
Evenings at Home.
Health.
Kindness at Home.
Early Rising.
Housekeeping.
Smiles.
Christmas Day.
A Story the Dollar Told.
Good Taste.
A Good School.
The Use of Slang.
A Good Temper.
Why I go to School.
A City Life.
A Country Life.
Witchcraft.
What Pays?
Extravagance.
Gossip.
Loafing.
Swearing.
Our Responsibilities.
Our Ideas.
Fatal Mistakes.
Reading Aloud.
A Model Home.
A Dream.
A Puzzle.
My Favorite Author.
The Telegraph.
The Telephone.
Old Customs.
The Two Roads of Life.
High Aims.
Force of Habit.
The Tariff.
The Clouds.
Yes and No.
Common Sense.
What is Education?
Biography of Great Men and Women.

EXAMINATION QUESTIONS.—Grammar.

1. How can the number of nouns, which have the same form in both numbers, be learned? Illustrate by sentences.

2. What rules of Syntax are violated in the following? Why?

(*a*) My left foot is the coldest.

(*b*) Do not go any further than the bridge.

3. Give the construction of the italicized words and why.

(*a*) He came *quarrelling.*

(*b*) My blood ran *cold.*

(*c*) I want him to appear *decent.*

(*d*) I want to appear *decent.*

4. Frame sentences illustrating the use of the *past* tense of the following verbs: *fly*, *raise*, *wear.*

5. Fill the blanks with "shall" or "will," and tell why?

(*a*) It——rain and we——get wet.

(*b*) I——be greatly obliged if you——do me the favor.

6. Change the singular to the plural.

(*a*) The *ox* knocked my *tooth* out with his *foot.*

(*b*) The *workman* has a very smart *wife.*

(*c*) The Indian *tribe* has a fierce *chief.*

(*d*) A *deer* or a *chamois* is a gentle *animal.*

7. Change the following sentences to express *past* time.

(*a*) I lay the book on the table.

(*b*) The mason lays the bricks.

(*c*) The cows lie in the shade.

8. Which is better? Why?

(*a*) He felt very *badly* (*bad*) at being beaten.

(*b*) The rose smells *sweet* (*sweetly.*)

9. Answer the following "ad":

WANTED:—A boy to deliver messages—must be punctual, prompt, polite. G. N. W. TELEPHONE Co., Rochester, N. Y.

10. Diagram the following sentence and give construction of each clause:

"When a mounting skylark sings
In the sunlit summer morn,
I know that heaven is up on high
And on earth are fields of corn."

1. Form sentences, using *as*. (*a*) As a Relative Pronoun. (*b*) Conjunction. (*c*) Adverb. (*d*) Preposition. (*e*) Part of a Prepositional Phrase. (*f*) Part of a Conjunctive Phrase.

2. Write a sentence containing a participle used as —(*a*) A noun; (b) An adjective.

3. Name three conjunctions which are used to connect clauses of equal rank. Give an example of the use of one of them.

4. Fill the blanks with *who* or *whom* and give reasons for so doing.

(*a*) ——do you think that he is?
(*b*) ——do you think him to be?
(*c*) He is the man——was thought to be you.
(*d*) He is the man——you were thought to be.

5. Give the difference in meaning, if any, in the following sentences:

(*a*) My brother, who lives in Kansas, came to see me.
(*b*) My brother, that lives in Kansas, came to see me.

6. As to the manner of modification, there are three kinds of adjectives; name three of them, and use sentences illustrating the use of each.

7. Is *is* always copulative? Diagram the following sentences: (*a*) He is in the house. (*b*) He is without a home.

8. Diagram the following sentences and give the construction of italicized words:

(*a*) The slave stepped upon the block *to be sold*.
(*b*) The auctioneer stepped upon the wagon *to be sold*.

9. Write in the passive in *two* ways the sentence, *I asked him a question*, changing in each case the subject but not the meaning of the sentence.

10. Diagram the following:

There is no class of persons that I dislike so much as those who slander their neighbors.

1. Fill the blanks in the following sentences with *safe* or *safely* and tell what part of speech you use and why: The ship reached port———. We passed——— through the rapids. The bridge was made———.

2. Conjugate *come* in the indicative mode.

3. What is an abstract noun? Tell what abstract nouns are derived from man, girl, long, hero, and fine.

4. Define copula, subjunctive mode, complex sentence, gender and synthesis.

5. How do you distinguish the perfect participle from the verb in the past tense? Illustrate by using *say* and *set*.

6. Write the relative tenses of *get* and *take*. How do you teach this to your pupils?

7. Diagram—At the Centennial Exposition held in Philadelphia in 1876, "Old Abe," the war eagle of the Eighth Wisconsin Volunteers, occupied a prominent place on the west side of the Agricultural Building.

8. Give reason for the capital letters in the 7th sentence.

9. What place should Language and Grammar have in a course of study? Why?

10. Parse italics in—The apple *tastes good*. Do you wish *to be he*? Give me *what* you have. You can do it *as* well *as I*.

1. Give me your plan of teaching the *subject* and *predicate* to young pupils.

2. Use *have*, *has* or *had* in a sentence with some part of *sing*, *sit*, *set*, *come* or *fetch*.

3. Give the gender of italics in (*a*) *It* is *I*. (*b*) The name of the boy is *John*. (*c*) The *ship* glides smoothly by. (*d*) *Frances* is here.

4. What does different authority say about such words as the italics, in—"I wish *him to be a teacher*?

5. What are dependent clauses? Write one of each construction.

6. Define *pleonasm*, *apposition*, *reciprocal*, *finite mode*, and *gerund*. Illustrate the use of each.

7. Give the etymology and syntax of the words in

italics in—(*a*) He was deemed *wise*. (*b*) He was named *John*. (*c*) The child grows *pretty*. (*d*) He made the door *fast*. (*e*) Water tastes *warm*.

8. *So great* is my veneration *for* the Bible, that *the earlier* my children begin *to read* it the *more confident* will be my hopes that they will prove *useful citizens to* their country, and respectable *members* of society.—*J. Q. Adams.*

(*a*) Classify the clauses in the above sentence. (*b*) Give construction of italics in the 8th.

1. Prepare a lesson for your "language class."

2. How would you teach to your pupils, the uses of *plenty* and *plentiful; healthy* and *healthful?*

3. Give the principal parts of the verbs *climb* and *sing*. Which of the parts do you always use in the relative tenses?

4. Give the gender of italics in the following: *It* is *John*. His name is *Henry*. The *sun* is hid, while the *moon* smiles down upon us. The *spinster* was at the party.

5. Punctuate and give reasons: "Time present is called present time time in the future future time time in the past past time.

6. What relation exists between the subject and predicate of a copulative verb?

7. Give the etymology and syntax of *what* in,—What did you say? Give me *what* you have. Give me *what* money you have. Tell me *what* to say.

8. Diagram—In this wondrous world wherein we live, which is the world of nature, man has made to himself another world hardly less wondrous, which is the world of art.

1. Analyze by diagram or otherwise the following sentence: The veteran regiment of the English army which were now sent across the Atlantic would have scorned to fight under the orders of an old American merchant.

2. In the following sentence parse *laid, herself*; give the part of speech and syntax of *Perceiving, empty, quietly.*

Perceiving that grandfather's chair was *empty*, puss *laid herself quietly* down upon the cushion.

3. Conjugate *see* in the present indicative passive.

4. Correct the following sentences and give the reason for each correction.

(*a*) Here is the egg that was lain by the speckled hen.

(*b*) Mother will not let me go without it stops raining.

(*c*) Come in and set awhile, neighbor.

(*d*) He don't know who it is.

(*e*) The oldest daughter married a banker whom they say is very wealthy.

5. Write sentences containing: (*a*) A proper noun used as the object of an infinitive. (*b*) The comparative of *ill*. (*c*) The compound personal pronoun in the 3d person plural. (*d*) An infinitive used as the object of a verb. (*e*) A subordinate conjunction.

6. Make a complex sentence of the following: I pursued my walk. I pursued it to a door. The door was arched. It opened. It opened on the interior of the abby.

7. What parts of the verb are principal, and why so named? How are the principal parts of a regular (weak) verb formed? Give an example.

8. In the following sentences change: (*a*) The participial phrase into an adjective clause. (*b*) The infinitive phrase into a noun clause. (*c*) The prepositional phrase into an adverbial clause.

The boy, seeing the bear, thought to shoot him, but trembled so from fright that he could not take aim.

1. Discuss *ellipsis* and *abridgement*.

2. Discuss *personal* and *relative* pronouns.

3. What can you say of *etymology* and *syntax* of grammar?

4. What can you say of *substantive* and *relative* clauses?

5. Use *these*, *those*, *this* or *that* in the following sentences: (*a*) Bring me———pencils. (*b*) I like——— kind of pens. (*c*) ———sort of flowers is pretty. (*d*) ———kind of fruit is healthful. (*e*) Pass me———molasses.

6. Write in sentences the perfect participle of *hear*, *go*, *teach*, *study* and *see*.

7. How are the parts of speech inflected? Which parts of speech are not inflected?

8. Correct, if necessary,—(*a*) I seen the man who you thought to lazy to work. (*b*) The Jones was all there and learned us how to skate. (*c*) He builded an house with two stories. (*d*) Whom do you think the people thought you was? (*e*) He ought to have went ere they bid him to go.

9. Diagram:

Upon the white sea-sand there sat a pilgrim band,
Telling the losses that their lives had known.

1. Define a clause; a phrase; a conjunctive adverb.

2. What is a dependent clause? An independent clause? Illustrate each.

3. Punctuate the following and captalize: the first message ever sent by a recording telegraph was forwarded May 1844 between washington and baltimore in these sublime words what hath god wrought

4. Many of the afflicted *having lost* faith in their physicians, came to these celebrated springs, *hoping to be healed* of their diseases. Parse italicized words.

5. Abridge the following: When Moses had performed God's orders, Pharaoh was willing to grant liberty to Israel. If you are worthy, you need not fear results. It is a truth worthy of all belief, that wisdom is superior to knowledge.

6. Diagram: "Victor Hugo declared that he was sure he should live beyond the grave, because he felt his soul to be full of hymns and poems he had not had time to write."

7. Define and write a complex sentence. Define and write a compound sentence composed of two complex sentences. Classify sentences as to structure and use.

8. Correct errors in the following sentences:

I bought this book at Arnold's & Johnson's store. Mr. Jones gave John and I tickets for the lecture. They that obey me, I will reward. He saw who he wanted.

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1. When should we use "that"? Give a sentence for each use of "that."

2. How are clauses classified with reference to their use and position in sentences.

3. Write a sentence for each use of the clause and underline the example.

4. Parse the words in italics in the following:

We believe *him* to be mistaken.

They want *Paul* to sing for them.

No man can wade *deep* in learning without *discovering* that he knows nothing thoroughly.

Although we seldom follow advice, we are all ready *enough to ask* it.

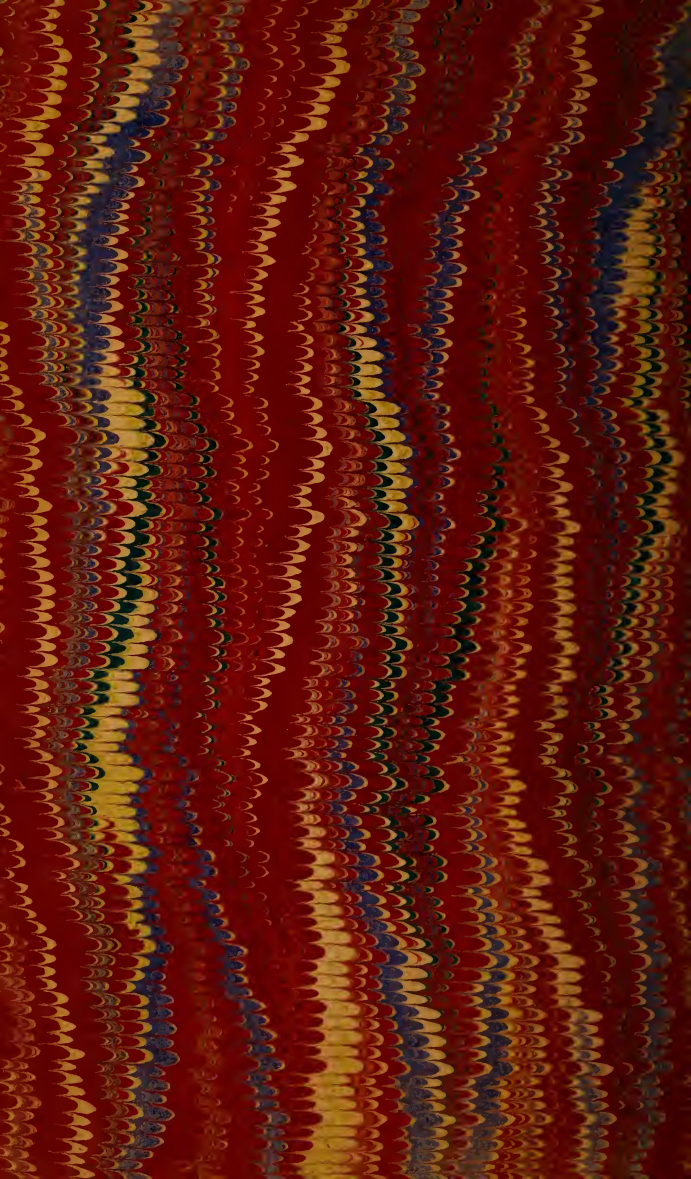
5. What is punctuation? Punctuate the following: Rev J W Jones preached from Math XIII 12 I met Thos Jones Esq at East Saginaw Saginaw Co Mich Feb 23 1895.

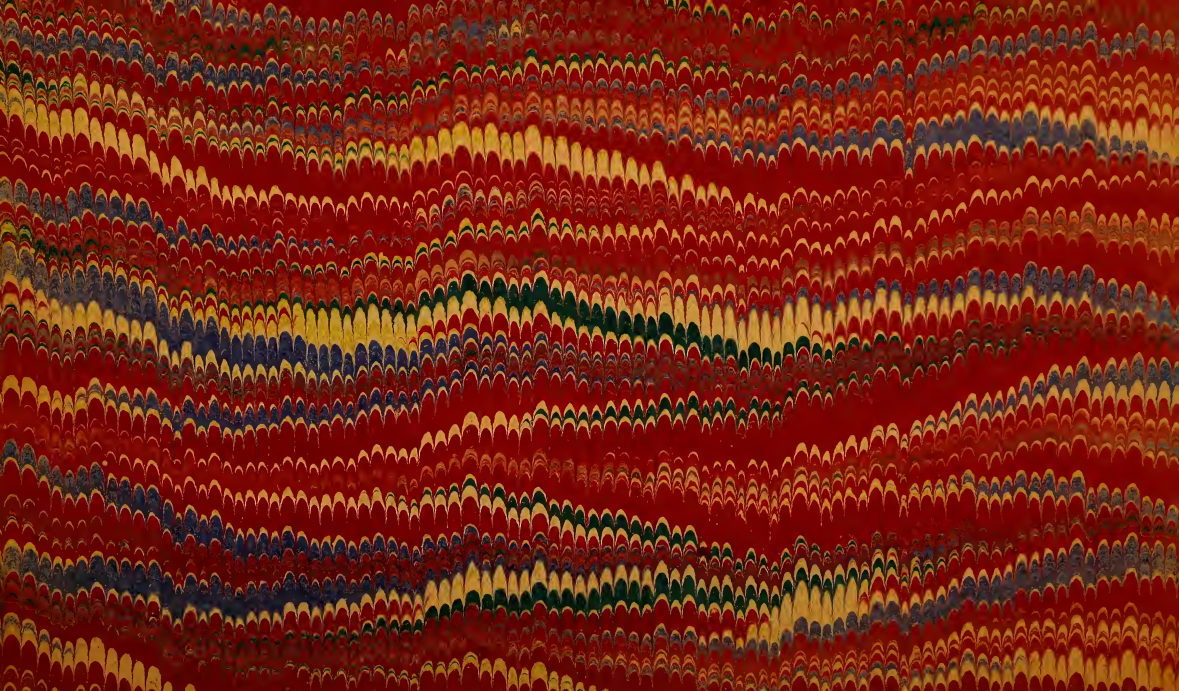
6. Write one sentence containing three relative pronouns, each in a different person and case.

7. What is a Finite Verb, and what is an Infinitive Verb? Define Synopsis of a verb. Conjugation. Declension.

8. When a pronoun has two antecedents, one of which is plural, how should the antecedents be placed? Write such a sentence.

1. What properties have nouns?
2. In what does parsing consist?
3. Parse words in italics: "*John* bought him a *book*."
4. What properties have verbs?
5. When is a verb in the active or passive voice?
6. How many tenses in each of the modes?
7. How is the passive voice formed?
8. What is the conjugation of verbs? The synopsis?
9. Write a synopsis of the transitive verb *write* in the indicative and subjunctive modes, active voice.
10. Diagram :—The Cynic who twitted Aristippus by observing that the philospher who could dine on the herbs might despise the company of a king, was well replied to by Aristippus, when he remarked that the philosopher who could enjoy the company of a king, might also despise a dinner of herbs.





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